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ABSTRACT

This guide offers vocational adjustment coordinators practical suggestions about instruction, program management, and administrative procedures that may be used and shared with appropriate personnel in conducting cooperative school work programs as they provide services for handicapped children and youth. The handbook is organized in eight sections. The first three sections explain the roles of the school administration, vocational rehabilitation, and the vocational adjustment coordinator. The following five sections outline five goals and suggest activities for reaching them. The goals are: (1) develop a communication network; (2) cooperate in the development of the individualized educational plan (IEP); (3) facilitate student progress; (4) develop training sites and implement on-the-job training; and (5) interface with the vocational rehabilitation counselor. Resources are suggested for each goal. A glossary, sample forms, a description of a supported work program, and additional resources complete the guide. (KC)

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Vocational Adjustment Coordinator Handbook

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Foreword

Within Missouri, local education agencies (LEAs) and the Department of Vocational Rehabilitation (DVR) have cooperated to provide additional services for handicapped students beyond what the local education agency could provide. Cooperation between LEAs and DVR has provided an example of what can be achieved when cooperation exists between various service delivery agents.

The purpose of this guide is to offer vocational adjustment coordinators practical suggestions about instruction, program management, and administrative procedures that may be utilized and shared with other appropriate personnel. Developed at the request of local school personnel, this guide is not a "regulatory" document. The handbook is intended to be informative and a convenient resource for all school districts as they provide services for handicapped children and youth.

The Department of Elementary and Secondary Education hopes this handbook is helpful. It is printed in loose-leaf form to allow appropriate additions and changes in the future.

VAC Handbook Advisory Committee

The contributions of the advisory committee were instrumental in the design, content and quality of the Vocational Adjustment Coordinator Manual. A special thanks to each member of the committee for his/her time, effort, determination, sincerity and expertise in the development of the manual.

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Introduction

Programs involving the local education agency (LEA) and the state Division of Vocational Rehabilitation (DVR) have been in existence for over twenty years. They have been called Work-Study Programs, Cooperative School Work Programs and various other names. These programs are based on the premise that handicapped students require a sequential series of instructional activities in order to obtain skills necessary for transition from school to the world of work. Programs based on this model have generally been considered effective in helping a handicapped student develop the necessary transitional skills for success in the world of work.

Federal and state legislation has provided special education with an opportunity to develop and provide programs for handicapped students. The Education of All Handicapped Children Act of 1975 (Public Law 94-142) and the Rehabilitation Act of 1973 (Public Law 93-112) make funding available for the implementation of these programs. The LEAs may utilize these funds to provide the necessary services needed by handicapped students. The extension of services provided by the LEA sometimes overlaps with the services provided by DVR. However, by working together the LEAs and DVR have developed cooperative agreements that delineate each other's roles and responsibilities. The result is success for many handicapped students who are able to utilize all of the appropriate services available. Within Missouri, the Division of Special Education and Vocational Rehabilitation have provided comprehensive guidelines for statewide practice through the Cooperative School Work Agreement. This agreement provides the framework for developing a successful delivery of services to all handicapped students.

The Cooperative School Work Agreement is the vehicle that facilitates the coordination of services. Through coordination with DVR, the LEA can more readily provide a free and appropriate comprehensive education program to all handicapped students. The benefits of the agreement are diverse and include the opportunity for the LEA and DVR to:

- learn more about each other's programs;
- open lines of communication between them;
- share materials and ideas for instructional activities;
- develop continuity in the instruction received by the handicapped student; and
- utilize all the resources available.

The Cooperative School Work Program can succeed only through the combined efforts of the vocational adjustment coordinator (VAC) and the vocational rehabilitation counselor (VRC). Working together, they can provide a solid foundation for service delivery and thus foster the student's transition from school to work. In order to facilitate the efforts of the VAC and VRC this handbook was prepared.

The primary purpose of this handbook is to:

- inform VACs on topics of greatest concern to their programs;
- instruct VACs on skills needed to coordinate the Cooperative School Work Program;
- share valuable resources with VACs;
- inform administrators of VAC program goals, strengths and concerns; and
- define the roles of administration and DVR in relationship to the VAC.

The Role Of The Administration

Overview

The administration plays an important role in the success of any school program. Their support can provide the encouragement and incentive for both teachers and students to excel. This is also true of the Cooperative School Work Program. Administrative support can provide the vocational adjustment coordinator with the initiative to develop and implement a flourishing Cooperative School Work Program.

In many instances the administration will not have a thorough understanding of the Cooperative School Work Program, especially the off-campus activities. However, active participation on the part of administration is essential if the program is to be successful. Although the administration's role in the Cooperative School Work Program may initially appear to be minimal, the administration plays a vital role in developing and implementing the program. The administration must assume responsibility for initially developing the Cooperative School Work Agreement with the Division of Vocational Rehabilitation (DVR) and implementing the components of the agreement within the school. In order to accomplish this, the administrators must be knowledgeable of the state guidelines and regulations, the needs of the local education agency (LEA), and DVR. Only after the development of an agreement between DVR and the LEA is the position of vocational adjustment coordinator (VAC) created.

The purpose of this section of the handbook is to inform the VAC of the administrative role in developing and implementing the Cooperative School Work Agreement. The information provided in this section not only provides the VAC with an understanding of who the administrators are and how to access them but includes the role and functions of administration in relation to the VAC and the Cooperative School Work Program. For administrators, this section delineates their role and responsibilities in the Cooperative School Work Program. Delineation of the roles of both the VAC and administration may help each understand the other's importance in the Cooperative School Work Program.

A. Who Is The School Administration?

The school administration will be represented by the superintendent of the local education agency (LEA). Depending on the size of the LEA, the administrative staff may also include assistant superintendents, directors of specific programs and building principals. The administration is responsible to the school board and ultimately to the people of the school district.

The administrator to whom the VAC is responsible will vary from LEA to LEA. The superintendent may appoint a designee to administer the Cooperative School Work Program. It is important that the chain of command within the LEA be identified for the VAC as well as appropriate means to access the administration. Establishing the procedures for accessing the administration makes it easier for the VAC to obtain assistance in developing and implementing the program. Establishing early who can provide appropriate assistance will facilitate the program.

B. What Is The Role Of The School Administration In Relation To The VAC?

Open communication between the VAC and the appropriate administrator is vital to the success of the Cooperative School Work Program. Initially, it is important that the VAC and administration delineate the role of the administration as it relates to the Cooperative School Work Program. The administration can provide valuable information, assistance and support for the program. To help delineate the role of the administration the following topics of discussion are suggested:

- define the parameters of the Cooperative School Work Program;
- determine the responsibilities and duties of the VAC;
- determine school policies and procedures that are established or that are needed to implement the program;
- communicate the expectations that the administration may have regarding the program;
- review the cooperative agreement; and
- understand the role of the vocational rehabilitation counselor and other non-district personnel.

C. What Is The Role Of The Administration In Developing And Implementing The Cooperative School Work Agreement?

Through the development of the Cooperative School Work Agreement, the local education agency (LEA) may offer services to handicapped students beyond the traditional vocational program offerings. The purpose of the agreement is to implement procedures that will permit the Division of Vocational Rehabilitation (DVR) to provide services that are not readily available to handicapped students by the LEA. By signing the cooperative agreement the LEA and DVR agree to work together for the mutual benefit of the student. In order to accomplish this goal, the LEA agrees to:

- establish a special education cooperative class on a secondary level;
- designate a certificated special education teacher to serve as a vocational adjustment coordinator (VAC) to work with the vocational rehabilitation counselor (VRC) assigned to the LEA;
- provide a minimum of one period per school day for release time to the VAC for each eight to fifteen handicapped students in the work experience program for adequate supervision;
- provide access to and copies of school records and evaluations required by DVR before the services may be authorized;
- make the VAC available to serve as a participant in the development of the Individual Written Rehabilitation Plan (IWRP) and correlating the Individual Education Program (IEP) with the IWRP in order to assure common objectives and goals and to assure total planning for the handicapped student;
- indicate on the student's IEP that the LEA lacks the resources to provide the needed services or is unable to provide the service in a timely manner;
- provide a copy of the IEP to DVR;
- consider the amount of funds expended by DVR in a school year in determining future budgetary needs in order to meet their legal responsibilities; and
- perform other duties and functions as assigned and necessary to carry out the program as described in the plan.

For the Cooperative School Work Agreement to be successful, the administration must establish policies and procedures that allow the VAC and VRC to implement the agreement smoothly and effectively. A copy of the Cooperative School Work Agreement is included in the resource section.

D. How Can The Administration Develop And Provide Support For The Cooperative School Work Program?

The administration has taken the first step in providing support for the Cooperative School Work Program by signing the agreement. However, signing the agreement does not assure the success of the program. The administration needs to:

- provide the services specified in the agreement;
- remain informed of the progress of the program;
- be knowledgeable of the activities of the VAC as well as the vocational rehabilitation counselor;
- develop a good line of communication with the VAC;
- remember that the VAC not only has in-school responsibilities, but is also involved in public relations through training site development;
- establish the duties and responsibilities of the VAC; and
- make sure that the VAC understands school policy and guidelines.

E. What Is The Administration's Function In Local Policy Setting Affecting The Cooperative School Work Program?

The administration must take an active role in developing local policy regarding the Cooperative School Work Program. In-school activities as well as off-campus activities should be addressed within the policy. The VAC should use the policy as a guideline to implement the classroom curriculum and develop both in-school and off-campus training sites. The local policy needs to be conveyed to the VAC in written form. It is important that the policy is precise and inclusive and that the VAC understands and adheres to it.

Incorporated within the Cooperative School Work Agreement are the guidelines for Cooperative School Work Programs for Handicapped Secondary Students. These guidelines provide a basis for developing policy in the areas of high school graduation requirements, awarding of credit, supervision and attendance. A copy of the guidelines is included in the Resources for Administration as well as a sample policy.

F. How Should the Effectiveness of The Cooperative School Work Program Be Evaluated?

Evaluation of programs and personnel has been going on for many years in an effort to isolate the characteristics that produce effective instruction. However, weaknesses in the evaluation process exist (Dunn & Dunn, 1977). Because the Cooperative School Work Program differs from other school programs, the development of an effective evaluation methodology is more difficult. The administration may have little or no knowledge of the components in training site development or on-the-job training. Therefore it is important that the VAC and administration predetermine how evaluation will occur. By working cooperatively, the VAC and administration can develop and implement an evaluation process that will facilitate the improvement of the Cooperative School Work Program. The steps that need to be incorporated in this process are:

- Plan: determine the goals and objectives of the program at the beginning of the year, and define the criteria (level of performance) to be achieved
- Implement: carry out activities to accomplish the identified goals and objectives
- Evaluate: compare the outcomes of the program with the level of performance criteria
- Decide: based on evaluation results, prioritize activities, and decide what changes are needed for further improvement of the program

Evaluation should be both on-going (formative) and cumulative (summative). Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Summative evaluation is at the end of the school year (Russo, 1980).

Formative evaluations can:

- aid in monitoring, coordinating and controlling programs;
- allow input during the process;
- facilitate communication among staff; and
- provide for informed decisions of program adjustments.

Summative evaluation looks at program effectiveness in terms of:

- impact of the program on students;
- degree to which program objectives were met;
- cost effectiveness of the program improvement; and
- recommendations for program improvement.

Resources For Administration

1. DESE Policy Off-Campus Programs for High School Students
2. Cooperative School Work Program for Handicapped Secondary Students
3. Agreement of Cooperation Between: The Division of Vocational Rehabilitation, Missouri State Department of Elementary and Secondary Education and The Public School Districts Within the State
4. Roles and Responsibilities in the Cooperative School Work Program
5. Sample School Policy for Work Experience Programs
6. Resource List for Information Regarding Program Evaluation

Department Of Elementary And Secondary Education
Policy
Off-Campus Programs For High School Students

Many students who are juniors and seniors in high school can benefit substantially from school-directed and supervised learning experiences which cannot be readily provided within a regular school setting, but which can be made available through assignment to an off-campus location under a cooperative arrangement with business and industry or other institutions. The Department of Elementary and Secondary Education recognizes and will approve the four types of off-campus programs discussed below. A school district may offer other types of off-campus programs without Department approval, but the students enrolled in them may not be counted in membership and attendance for state aid purposes, and the students may not be granted high school credit for the off-campus experience. (Auth: sections 161.092 and 161.122, RSMo)

Academic programs operated off-campus ordinarily involve students who are enrolled in advanced academic or fine arts classes and have as their goals the acquisition of specialized knowledge and the ability to apply the knowledge to situations which cannot be replicated in a school classroom. Students may not receive pay for their off-campus experience in academic programs. (Auth: 5 CSR 50-340.090, Standards for Innovative and Experimental Programs, as amended)

Cooperative vocational education programs involve students enrolled in approved cooperative vocational education programs. The primary goals are the acquisition of specific job skills and demonstrated performance of those skills in an on-the-job environment related to their classroom instruction. Students participating in cooperative vocational education programs are expected to perform productive work during their off-campus experience and may receive pay for it. (Auth: 5 CSR 60-120.020, Handbook for Vocational Education, pages 16-17)

Work experience for special education students is limited to handicapped students whose individualized education programs (IEPs) indicate the need for work experience and who are also eligible as clients of the Division of Vocational Rehabilitation. Program goals include the acquisition of general skills related to performing work under supervision as well as job-related skills. Handicapped students may receive pay for the performance of productive work in an approved program. (Auth: 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C, Section II)

Career exploration programs involve students who have not yet selected occupational goals and who will benefit from exposure to a variety of occupations as practiced on the job site so that they may develop their own occupational objectives from direct experience. Students in career exploration programs must receive related instruction as a part of the regular high school program and be placed at off-campus sites in accordance with the provisions for granting high school credit in off-campus programs. Students in career exploration programs "may spend no more than nine weeks (an academic quarter) at a particular job site", and "then must be rotated through other job sites of interest at least every nine weeks for the duration of the program." The specific amount of time a student spends at a given job site (within the nine-week maximum) will be determined by the complexity of the occupation being studied. Related instruction will provide students with knowledge of occupational clusters, requisite training and experience for occupations being studied, and skills related to obtaining and holding a job. Students in career exploration programs will not be performing productive work and may not receive pay for participation in the off-campus program. (Auth: 5 CSR 50-340.090, Standards for Innovative and Experimental Programs, as amended)

Students in cooperative vocational education programs and in work experience programs for special education students who are receiving pay for work performed in an off-campus program will generally be covered by the sponsors' workers' compensation insurance and general liability insurance. Students in academic programs and career exploration programs will not be paid and will not be covered by the sponsors' workers' compensation insurance and general liability insurance. Therefore, any school district which arranges off-campus academic or career exploration programs must provide accidental injury and job-related illness insurance for students and liability insurance to cover any injuries or damages caused by students on the sponsor's premises. Liability insurance to protect the supervising teacher and any other school district employees who might be exposed to a liability risk due to the placement of students in off-campus programs should also be provided by the school district. (Auth: 5 CSR 50-340.090, Standards for Innovative and Experimental Programs, as amended)

Since there is danger of unpaid students replacing paid employees, the school district and the cooperating sponsor should exercise extreme diligence in complying with applicable regulations of the U.S. Department of Labor.

All four types of programs--academic off-campus programs, cooperative vocational education programs, special education work experience programs, and career exploration programs--must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of high school credit to participating students. The following general policies will apply to: I. eligibility for state foundation monies; II. supervision of off-campus activities; III. granting of high school credit for off-campus activities; and IV. authorization to conduct off-campus activities.

I. Attendance Eligible for State Foundation Monies

To be counted for membership and average daily attendance for state aid purposes, students must be under the guidance and direction of certificated teachers employed by the public school district.

The legal school day consists of at least "... six hours in which the pupils are under the guidance and direction of teachers in the teaching process ... " (Section 160.041, RSMo). A student must be under the guidance and direction of public schoolteachers for at least six hours each day to be counted for full-time membership and attendance. This is true whether the instruction (teaching process) is on-campus or off-campus. Students who are at least sixteen years of age and not over twenty years of age, and who are under the guidance and direction of public schoolteachers for less than six hours each day may be counted as part-time students. (Their part-time membership and attendance are computed according to Section 163.011, RSMo.)

School districts shall not count students in membership or attendance for any time the students are released from regular school programs for any type of activity unless they are participating in Department approved off-campus programs which are adequately supervised by the district's certificated teachers to the extent the students can be considered "under the guidance and direction of teachers in the teaching process," and for which the school district is granting high school credit. School districts have responsibility (and probably liability) for students during the time they are counted for school membership and attendance for state aid purposes. (Auth: sections 160.041 and 163.011, RSMo)

II. Direction and Supervision of Students in Off-Campus Programs

As indicated in Section I., to be counted for state aid purposes, students in off-campus programs must be under adequate supervision by appropriately certificated teachers of the public school district. Supervision of off-campus students is considered adequate and teachers appropriately certificated if the following standards are met:

A. Teacher Qualifications

- (1) Off-campus academic programs must be under the supervision of a teacher certificated in the subject in which the related on-campus instruction is provided. For example, if students enrolled in a chemistry class are provided off-campus instruction in the chemistry lab of an industrial facility, the supervising teacher would have to be certificated to teach chemistry. If no specific certification is available, as in the case of subjects such as "computer science," a teacher who is considered qualified to teach the related, on-campus class will be considered qualified to supervise the off-campus program. (Auth: 5 CSR 50-340.090, Standards for Innovative and Experimental Programs, as amended)
- (2) Teachers holding cooperative vocational education certification are qualified to supervise students employed at training stations appropriate to the occupational categories for which the cooperative vocational education program is designed. (Auth: 5 CSR 60-120.020, Handbook for Vocational Education, pages 36-37)

Note: Because of the shortage of persons holding cooperative vocational education certification, the Department will, for three years from the effective date of this policy, approve programs supervised by persons not fully qualified for cooperative vocational education certification, but who obtain temporary certification by entering into and successfully completing "academic contracts" to acquire credit toward certification during each academic year. All other provisions of this policy must be met.

- (3) **Work experience programs for special education students** must be under the supervision of a special education teacher who has been designated and approved as a vocational adjustment coordinator. The vocational adjustment coordinator would also provide or coordinate the related instruction in the regular school program. (Auth: 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C., Section III)
- (4) **Career exploration programs** must be under the supervision of a teacher who provides related classroom instruction in career awareness and related areas, and who has certification as a social studies teacher or as a guidance counselor. (Auth: 5 CSR 50-340.090, Standards for Innovative and Experimental Programs, as amended)

B. Supervision Time

The supervising teacher or coordinator must be provided scheduled supervision time within the regular six-hour school day at the ratios set out below, or if any part of the off-campus program is scheduled outside the regular school day, the school district must pay the supervising teacher or coordinator for the outside-of-school hours time necessary to provide supervision at the ratios set out below. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)

- (1) **Off-campus academic programs:** one class period daily for each ten participating students; (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)
- (2) **Cooperative vocational education programs:** one class period daily for each fifteen participating students; (Auth: 5 CSR 60-120.020, Handbook for Vocational Education, page 17)
- (3) **Work experience for special education students:** one class period daily for each eight to fifteen participating students, depending upon the nature and severity of the handicapping conditions; (Auth: 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C, Section III)
- (4) **Career exploration programs:** one class period daily for each fifteen participating students. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)

C. **Written Plans**

For each student in an off-campus program, there must be a written instructional plan, cooperatively developed between the supervising teacher or coordinator and appropriate persons at the off-campus site. The written plan must set forth specific measurable objectives to be achieved by the student and describe a plan for evaluating student achievement. In the case of handicapped students, the IEP and Individual Written Rehabilitation Plan should contain specific provisions to satisfy these requirements. If any federal funds are involved, the school district must also secure from the off-campus cooperating business, industry, or institution assurances of compliance with Title VI (Civil Rights); Title IX (Sex Discrimination); and Section 504 Discrimination against the Handicapped). (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended; 5 CSR 60-120.020, Handbook for Vocational Education, page 17; 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C, Section III)

III. **Granting High School Credit for Off-Campus Programs**

To be eligible for off-campus programs, students must be: (1) sixteen years old or older; (2) juniors or seniors in high school (except handicapped students who need only be sixteen or older and otherwise eligible); and (3) enrolled in related classroom instruction provided as a part of the school district's regular high school program. Eligible high school students participating in approved off-campus programs may be awarded high school credit in accordance with the following guidelines: (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)

- A. Off-campus students must be enrolled in and receiving related classroom instruction in the regular high school program before credit can be awarded for off-campus study or work experience. This restriction does not apply to handicapped students whose IEPs indicate full-time work experience or to students participating in Option One of the Trade and Industrial/Health Occupations Internship Program.

Related instruction for students in cooperative vocational education programs must be provided daily for minimum of one class period. Related instruction for students in other types of programs may be less frequently than daily, but in no case may the related instruction be less than enough to justify a half-unit of high school credit, which would be 3,450 to 4,350 minutes for regular classes or 4,350 to 9,600 minutes for laboratory classes. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended, and, 5 CSR 60-120.020, Handbook for Vocational Education, page 18)

B. One-half, one, or more units or high school credit (depending on the number of minutes of instruction) may be awarded for the related classroom instruction in the regular program. Additional high school credit for off-campus study or work experience in approved programs may be awarded under the following standards:

- (1) Students may be awarded one unit of credit for 10 to 19 hours weekly of off-campus study or work experience, which would total between 300 to 600 hours during a school year; or two units of credit for 20 or more hours weekly of off-campus study or work experience, which total over 600 hours during a school year.
- (2) No more than two units of credit, or twice the number of units of credit granted for related instruction (whichever is less) may be awarded for off-campus study or work experience during any school year for off-campus academic programs, cooperative vocational education programs, and career exploration programs.
- (3) Handicapped students whose IEPs indicate a need for additional supervised work experience to make the transition from school to the world of work may earn up to four units of credit during an academic year for off-campus work experience. The additional two units of credit would be based on increments of 20 to 30 hours weekly and 30 to 40 hours weekly of supervised work experience. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended; 5 CSR 60-120.020, Handbook for Vocational Education, page 17; 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C, Section III)

C. High school credit awarded students for off-campus programs will be assigned to subject areas on the basis of: the certification of the supervising teacher or coordinator; the related regular classroom instruction; and the nature of the off-campus program. Credit granted for off-campus instruction shall be counted as elective credit. Off-campus credit may be counted toward meeting the classification and accreditation standards for curriculum only when approved in the areas of Trade and Industrial, Technical, Health Occupations and COE/DE. Other types of off-campus credit may not be counted toward meeting the curriculum standards. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)

IV. Authorization to Conduct Off-Campus Programs

Written proposals for off-campus programs must be approved annually by the appropriate section of the Department of Elementary and Secondary Education if the students are to be counted in membership and attendance for state aid purposes, if any special funding is involved, or if high school credit is to be granted. The following are procedures for obtaining approval:

- A. **Off-Campus Academic Programs:** Off-campus academic programs must be submitted in writing and approved in advance by the Director, Supervision of Instruction Section. School districts wishing to establish such programs must submit a detailed written proposal for review and action. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)

- B. **Cooperative Vocational Education Programs:** Cooperative vocational education programs must be approved by the Division of Career and Adult Education. School districts wishing to establish such programs should apply for program approval to the appropriate section of that Division. All programs approved by the Division of Career and Adult Education must be designed and operated in conformity with the general policies of the Department and the specific provision in the Handbook for Vocational Education. (Auth: 5 CSR 60-120.020, Handbook for Vocational Education, pages 10-12)
- C. **Work Experience for Special Education Students:** Work experience for special education students who are also eligible as clients of the Division of Vocational Rehabilitation may be provided under the general policies of the Department and the specific provisions in the State Plan for Part B of the Education of the Handicapped Act (P.L. 94-142). School districts wishing to establish work experience programs for handicapped students should apply to the Division of Vocational Rehabilitation. (Auth: 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C, Section II)
- Note:** Handicapped students who are not eligible as clients of the Division of Vocational Rehabilitation may be provided on-the-job work experience only through cooperative vocational education programs approved by the Division of Career and Adult Education as described in paragraph B. above. (Auth: 5 CSR 70-742.140, Education of the Handicapped State Plan, App. C, Section II)
- D. **Career Exploration Programs:** Career exploration programs must be submitted in writing and approved in advance by the Director, Supervision of Instruction Section. School districts wishing to establish such programs must submit detailed written plans for review and action. (Auth: 5 CSR 340.090, Standards for Innovative and Experimental Programs, as amended)

**COOPERATIVE SCHOOL/WORK PROGRAMS FOR
HANDICAPPED SECONDARY STUDENTS**

High School Graduation Requirements

Local school boards shall establish graduation requirements for special education students. The local board of education shall establish requirements that are compatible with each special education student's ability to perform and may waive specific requirements or may require specific courses when it is determined to be in the best interest of the special education or handicapped child to do so. (Handbook for Classification and Accreditation of Public School Districts in Missouri) Example: A student who is mentally retarded may be permitted to participate in supervised on-the-job training in lieu of specific high school courses normally required for high school graduation.

Awarding of Credit

One unit of high school credit shall be the uniform standard of measurement for the completion of a course with instructional time allocations of 8,700 to 9,600 minutes for laboratory classes and 6,900 to 8,700 minutes for other classes. One-half or one-fourth unit may be granted for short courses requiring one-half or one-fourth of the time required for a full unit. Credit for all courses shall be based on this standard (including music and physical education). (Handbook for Classification and Accreditation of Public School Districts in Missouri)

Public school students participating in school directed work experience programs may be awarded high school credit. One unit of credit may be awarded for each 300 clock hours on the job to a student engaged in a school supervised work experience program. A maximum of two units of credit per year may be awarded for work experience to students in the school's regular vocational program. Exceptions to the two-unit maximum per year may be made for handicapped students who need additional supervised work experience to enable them to make the transition from schooling to the world of work.

Supervision

1. If credit is awarded to handicapped secondary students for work experience, the school district shall:
 - (a) Have entered into and signed The Agreement of Cooperation Between The Division of Vocational Rehabilitation and The Public School District.
 - (b) Designate a certificated special education teacher to serve as the Vocational Adjustment Coordinator.
 - (c) Operate a special education program at the secondary level which meets state standards and has been approved by the Section of Special Education, Department of Elementary and Secondary Education.

- (d) Develop an I.E.P. for each student participating in the school/work program. The I.E.P. shall indicate the need for participation in the school/work program, identify the goals and objectives to be met by such an activity and provide an indication of participation of the Section of Vocational Rehabilitation. The I.E.P. and the Individual Written Rehabilitation Plan shall have compatible goals and objectives for participation in work experience activities.
 - (e) Develop a plan which shall describe the procedures to be used in the selection of trainer/employer attendance reporting procedures, and procedures to be followed when students cease employment and return to the classroom setting.
2. Adequate employment supervision time for the Vocational Adjustment Coordinator requires a minimum of one period per school day for each eight to ten handicapped students in the work experience program.

Attendance Eligible for State Foundation Monies

To be counted for enrollment and average daily attendance for state aid purposes, students must be under the guidance and direction of certificated teachers employed by a public school district. The legal school day consists of at least "six hours in which the pupils are under the guidance and direction of teachers in the teaching process" (Section 160.041, RSMo.). School districts have responsibility for students (and probably liability) during the time the students are counted for school attendance for state aid purposes.

School districts may not count student attendance for time that students are working or "not in school" unless the student is supervised by the district's certificated teachers to the extent that the student can be considered "under the guidance and direction of teachers in the teaching process."

To meet the statutory requirements stated above, districts must meet the following guidelines:

1. The Vocational Adjustment Coordinator (VAC) with the assistance of the Vocational Rehabilitation Counselor shall be responsible for the selection of an appropriate training/employment activity for a handicapped student (trainee).
2. The trainer/employer shall certify the daily attendance of the trainee on a weekly basis. The VAC shall be responsible for the verification of attendance of the trainee while in the work setting.
3. Handicapped students employed on a full-time trainee basis must work a minimum of 30 hours per week.
4. Handicapped students working less than 30 hours per week will be considered to be part-time employees and will be expected to attend classes in the school district sufficient hours to equal the 30-hour minimum if they are counted as full-time students.

5. In the event a handicapped student ceases a training/employment position, he/she must return to the classroom setting if state aid is to be claimed for attendance.
6. The district shall have signed the agreement mentioned in Item 1(a) of the section entitled Supervision.
7. Handicapped students for which state aid for attendance is to be claimed must (a) be included on the approved special education caseload for which special education categorical funds are provided, (b) be included on the Vocational Rehabilitation Counselors caseload for services.

**AGREEMENT OF COOPERATION BETWEEN
THE DIVISION OF VOCATIONAL REHABILITATION
MISSOURI STATE DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
AND THE PUBLIC SCHOOL DISTRICTS WITHIN THE STATE**

PURPOSE OF THE AGREEMENT

It has been demonstrated that an effective way to meet the needs of special education students is to emphasize vocational experiences in the secondary school setting. In order to involve the Division of Vocational Rehabilitation of the Department of Elementary and Secondary Education in this process, certain procedures must be closely followed.

The purpose of this agreement is to implement procedures that will permit the Division of Vocational Rehabilitation to encumber funds for services that are not readily available to the student by the local school district.

AGREEMENT OF COOPERATION

The Division of Vocational Rehabilitation of the State Department of Elementary and Secondary Education agrees:

- A. To assign a rehabilitation counselor to work with the local school district and the assigned special education teacher in the development and implementation of a vocationally orientated program.
- B. To determine the eligibility for rehabilitation services of all handicapped students referred to the agency.
- C. To provide necessary services to eligible handicapped students in accordance with the State Plan for Vocational Rehabilitation providing that these services shall not conflict with the service responsibilities assigned to the public school district by Public Law 94-142, the "Education For All Handicapped Children" Act of 1975. Services will be provided only in instances where funding through P.L. 94-142 sources are not readily available.
- D. To approve the nature and scope of services to be provided by Vocational Rehabilitation, in order to assure that these services supplement existing services available within the school curriculum.
- E. To provide administrative, technical and consultative services as may be needed through state and district Vocational Rehabilitation staff.
- F. The assigned Vocational Rehabilitation counselor will be available to serve as a participant in the development of the Individualized Educational Plan (IEP) correlate the Individualized Written Rehabilitation Program (IWRP) with the handicapped student's IEP to assure common objectives and goals and to assure total planning for the student.
- G. To provide a copy of the IWRP to the public school district.
- H. To perform other duties and functions necessary to carry out the program.

The participating Public School District agrees:

- A. To establish a special education cooperative class on a secondary level.
- B. To designate a certificated special education teacher to serve as a vocational adjustment coordinator to work with the Vocational Rehabilitation counselor assigned to the local school district.
- C. To provide a minimum of one period per school day for release time to the vocational adjustment coordinator for each eight (8) to fifteen (15) handicapped students in the work experience program for adequate supervision.
- D. To provide access to and copies of school records and evaluations required by Vocational Rehabilitation before services may be authorized by the Division.
- E. The Vocational Adjustment Coordinator (VAC) will be available to serve as a participant in the development of the IWRP and will correlate the IEP with the IWRP in order to assure common objectives and goals and to assure total planning for the handicapped student.
- F. To provide an Assurance of Compliance that there is a multidisciplinary assessment on file, an IEP has been developed, the proper programs have been applied and reasonably modified, and the parents have been advised of due process and made aware of the more restrictive environment of Vocational Rehabilitation.
- G. To indicate on the student's IEP that the school lacks the resources to provide the needed services or is unable to provide the service in a timely manner.
- H. To provide a copy of the IEP to the Division of Vocational Rehabilitation.
- I. To establish policies and procedures necessary for the district to comply with the requirements specified in the Missouri State Plan for Part B of the EHA as those requirements relate to the operation of cooperative school work programs in local education agencies. The district shall further incorporate the applicable policies in their compliance plan for P.L. 94-142.
- J. To perform other duties and functions as assigned and necessary to carry out the program.

This agreement will be reviewed annually to determine if it should be continued and may be terminated by mutual agreement or by either party hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representative of the parties hereto.

Superintendent,

Date

School District

Don L. Gann, Assistant Commissioner
Division of Vocational Rehabilitation

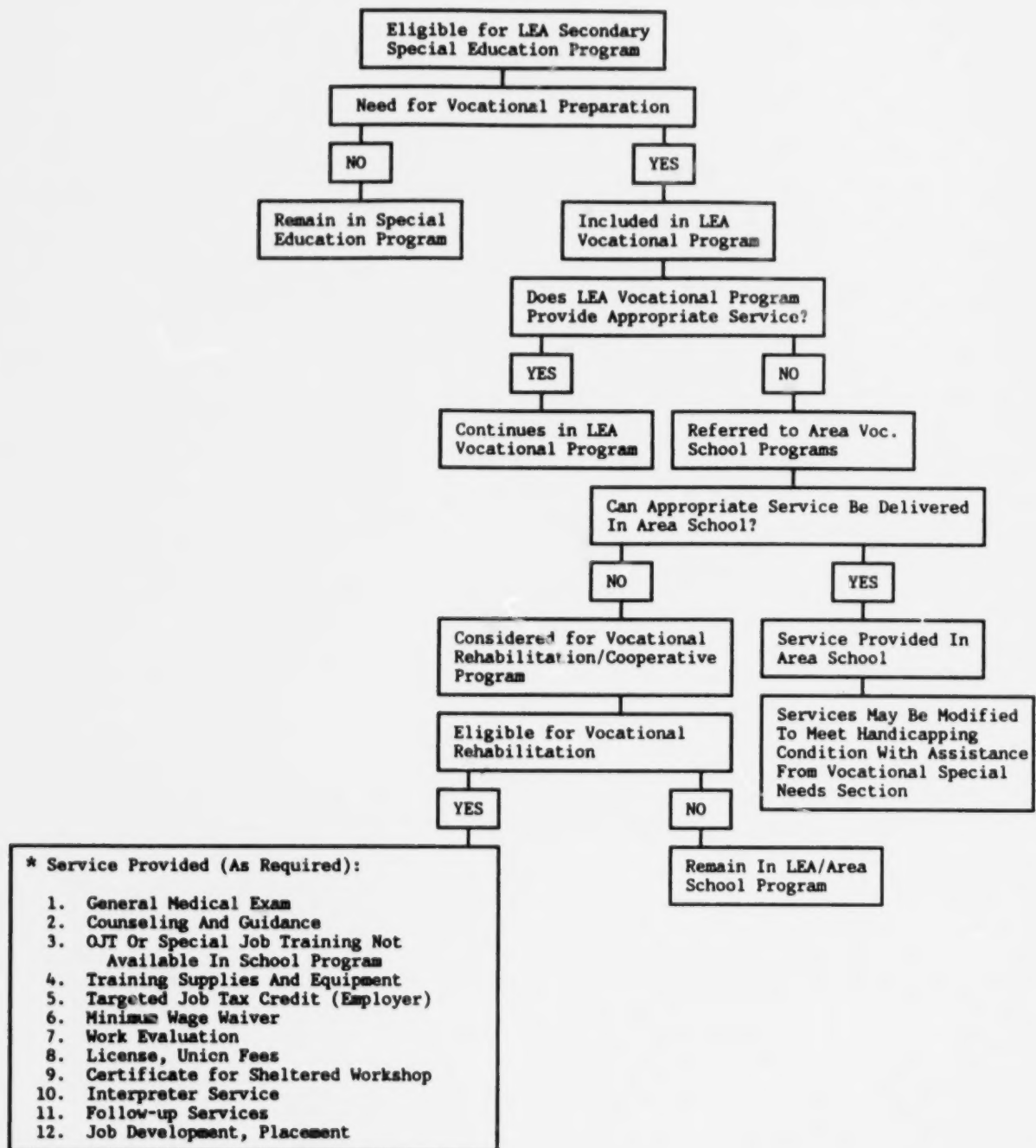
Date

COOPERATIVE SCHOOL/WORK PROGRAM

School districts who operate an approved Special Education program at the secondary level and enter into an agreement with the Division of Vocational Rehabilitation may offer services to handicapped students beyond the traditional vocational program offerings.

Handicapped students enrolled in a secondary Special Education program are candidates for participation in the Cooperative School/Work program. The intervention of Vocational Rehabilitation services is available only in those instances where appropriate services are not available, either through the local district program or in conjunction with an area vocational school program. Every effort should be made to provide the appropriate and needed vocational offerings through existing local or area vocational programs. In those instances where this is not possible, Vocational Rehabilitation services provide a valuable resource for schools to provide appropriate services for students who meet the Vocational Rehabilitation eligibility criteria.

The following chart reflects the various alternative services available to handicapped secondary school students who require vocational preparation and training, and graphically demonstrates the "flow of alternatives" that the youngster will need to follow. Students may be included in combinations of the various alternatives, such as enrolled and participating in the Special Education classroom activity and also participating in a LEA/Area School vocational program, or students may be enrolled in a Special Education classroom and in the Vocational Rehabilitation sponsored work activity program.



* These services may be provided in conjunction with existing Special Education or Vocational Education enrollment or exclusively.

COOPERATIVE SCHOOL/WORK PROGRAM

<u>Service</u>	<u>Responsibility</u>	<u>Provider</u>
Evaluation	LEA, DVR	LEA - Has basic responsibility. DVR - Can purchase additional evaluations when school reports do not meet DVR needs. May participate in a facility evaluation and/or work adjustment that begins in the last semester of the student's last school year. LEA must maintain supervision, certification of attendance, and provide necessary transportation.
Training - Tuition	LEA, DVR	LEA - Has basic responsibility to provide training in accordance with IEP. DVR - May participate in training that begins in the last semester of the student's last school year (transition to work). LEA must maintain supervision, certification of attendance, and provide necessary transportation.
- O.J.T.	LEA, DVR	LEA - Develop training sites with DVR counselor. Must maintain supervision, certification of attendance, and provide necessary transportation. DVR - Develop and monitor training.
- O.J.T. (Training Fee)	DVR	DVR - Provide training fee to community provider (business) only when necessary and on a diminishing scale.
- O.J.T. (Training Supplies and Equipment)	DVR	DVR - Provide uniforms, tools, supplies, etc. that are required by the trainer based on the client's ability to pay for them.
Transportation	LEA	LEA - Has basic responsibility to provide transportation.
Sheltered Workshop Placement	DVR	DVR - Certify placement in sheltered workshop only during the last semester of the student's last school year. Any exception must be agreed upon by both DVR and the Division of Special Education.
Waiver of Minimum Wage	DVR	DVR - Process waiver of minimum wage when required.
Physical Restoration	DVR	DVR - May participate based on financial ability to pay and full utilization of all similar benefits.

Sample School Policy For Work Experience Programs

The Board of Education of _____ (LEA) _____ has adopted the following policy regarding work experience programs provided through the Cooperative School Work Agreement:

Who Is Eligible To Participate

Identify all students who are eligible to participate in the work experience program.

Example: Students whose educational program is determined by an IEP are eligible to participate in supervised job training programs in lieu of specific high school courses normally required for graduation.

When Are Students Eligible To Participate

Outline the exact timelines when students are eligible to participate in the program including grade levels and ages.

Example: Students are eligible to participate in the work experience program if indicated in their IEP.

Giving Credit For Work Experience

Outline the number of credits a student can earn. Include the number of work hours required per credit hour, number of credits available per year, and maximum number of credits accepted toward graduation. Also include any qualifiers or exclusions that may apply such as enrollment in a vocational adjustment class.

Example: *Sophomore year - 1 hour per day - 1 credit
*Junior year - 3 hours per day - 3 credits
*Senior year - 6 hours per day - 6 credits / Minimum 30 hours/week

*If the student is working, the schedule must include a vocational adjustment class.

Approval Of Training Sites

Identify all the individuals who are responsible for approving job training sites for students.

Example: All job training sites must be approved by the vocational rehabilitation counselor, vocational adjustment coordinator, director of special services, guidance counselor and principal.

Date

President
Board of Education

Resource List For Information Regarding Program Evaluation

- 1) Division of Vocational and Adult Education
Jefferson State Office Building
205 Jefferson Street
Jefferson City, MO 65102
- 2) Division of Special Education
Jefferson State Office Building
205 Jefferson Street
Jefferson City, MO 65102
- 3) Division of Vocational Rehabilitation
2401 E. McCarty
Jefferson City, MO 65102
- 4) Missouri LINC
401 E. Stewart Road
Columbia, MO 65211

Additional Resources

- Resource: Comprehensive Administration of Special Education,
Richard S. Podemski, Barris Jo Price, Tom E. C. Smith
and George E. Marsh II (Book)
- Source: Aspen Systems Corporation
P. O. Box 6018
Gaithersburg, Maryland 20877
- Resource: Administrator's Resource Guide: Providing Services for the
Handicapped, Madelyn Regan and Kirsten McBride
- Source: Midwest Regional Resource Center
Drake University
Des Moines, IA 50311
- Resource: Administrator's Guide to New Programs for Faculty Management and
Evaluation, Rita Dunn and Kenneth J. Dunn
- Source: Parker Publishing Company, Inc.
West Nyack, NY
- Resource: Work-Study for Handicapped Students
- Source: Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085-4087
- Resource: Vocational Education of Handicapped Students: A Guide for Policy
Development, Sharon Davis and Michael Ward (book)
- Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
- Resource: Coordination Techniques for Cooperative Work Experience Programs,
Jim Burrow, Roger Ditzenberger and Raymond Morley
Module 1: Values of Cooperative Training
Module 11: Federal and State Employment Laws
Module 15: Support Services
Module 16: Affirmative Action
- Source: Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435
- Resource: Vocational Adjustment of Special Needs Students: A Handbook for
Coordinators, Marilyn R. Kok and Linda H. Parrish (book)
- Source: Texax A & M University
The Vocational Special Needs Program
College Station, TX 77843

References

- Dunn, R. & Dunn, K.J. (1977). *Administrator's guide to new programs for faculty management and evaluation*. West Nyack, NY: Parker.
- Russo, R.P. (1980). *Toward understanding and evaluating special needs programs*. Minneapolis: University of Minnesota.

The Role Of Vocational Rehabilitation

Overview

Many additional services are available to handicapped students enrolled in the local education agency (LEA) beyond what is offered at the secondary level. One resource for additional services is the Division of Vocational Rehabilitation (DVR). LEAs who operate an approved special education program at the secondary level and enter into an agreement with DVR may offer services to handicapped students beyond the traditional vocational program offerings.

Handicapped students enrolled in a secondary special education program are candidates for participation in the Cooperative School Work Program. The intervention of DVR services is available only in those instances where appropriate services are not available, either through the LEA or in conjunction with an area vocational school. Every effort should be made to provide the appropriate and needed vocational offerings through existing local or area vocational programs. In those instances where this is not possible, DVR services provide a valuable resource for students who meet the DVR eligibility criteria.

By utilizing DVR not only does the Cooperative School Work Program become an option for the students but it also provides them with many other services that may not be available through the LEA. This section of the handbook presents the role and services that DVR provides through the vocational rehabilitation counselor as well as DVR eligibility requirements.

A. What Is DVR And What Services Does It Provide?

The Division of Vocational Rehabilitation is a part of the Missouri Department of Elementary and Secondary Education and is supported by federal and state funds. Vocational rehabilitation is a statewide program designed to help mentally and physically disabled individuals obtain employment. A summary of the services that may be provided to eligible participants by DVR as listed in the state-federal rehabilitation program (Finnerty-Fried & Ianacone, 1984) are:

- comprehensive evaluation;
- medical, surgical, hospital care and related therapy to remove or reduce disability;
- prosthetic and orthotic devices;
- counseling, guidance, referral and placement services;
- training services; including supported employment;
- services in comprehensive or specialized rehabilitation facilities;
- maintenance and transportation during rehabilitation;
- tools, equipment and licenses to work on a job or in establishing a small business;
- initial stock, supplies and management services for small businesses, including acquisition of vending stands by the state agency;
- interpreter services for deaf persons;
- recruitment and training services to provide new careers for disabled individuals in the field of rehabilitation and other service areas;
- services to families of disabled persons when the services will contribute to the rehabilitation of the disabled client;
- post-employment services, including follow-up and follow-along to help disabled persons hold a job; and
- other goods and services necessary to render a handicapped person employable.

B. What Is The Role Of DVR In The Cooperative School Work Agreement?

In order to facilitate the delivery of appropriate services to handicapped students, the local education agency (LEA) and the Division of Vocational Rehabilitation (DVR) have the option of entering into a written agreement describing their roles in service delivery. The role of DVR in the Cooperative School Work Agreement is to provide appropriate services to students who meet DVR eligibility criteria if the services cannot be provided by the LEA. Upon entering into a Cooperative School Work Agreement, DVR agrees to:

- assign a rehabilitation counselor to work with the LEA and the assigned special education teacher in the development and implementation of a vocationally oriented program;
- determine the eligibility for rehabilitation services of all handicapped students referred to the agency;
- provide necessary services to eligible handicapped students in accordance with the state plan for vocational rehabilitation except that these services shall not conflict with the service responsibilities assigned to the LEA by Public Law 94-142. Services will be provided only in instances where funding through P.L. 94-142 sources is not readily available;
- approve the nature and scope of services to be provided by DVR as distinguished from training courses and other services which are included in the school curriculum;
- provide administrative, technical and consultative services as may be needed through state and local vocational rehabilitation staff;
- serve as a participant in the development of the Individualized Education Program (IEP) and correlate the Individualized Written Rehabilitation Program (IWRP) with the handicapped student's IEP to assure common objectives and goals and total planning for the student;
- provide a copy of the IWRP to the LEA; and
- perform other duties and functions necessary to carry out the program.

C. What Are The Duties Of The Vocational Rehabilitation Counselor?

The Division of Vocational Rehabilitation has district offices located throughout the state. These offices are staffed with vocational rehabilitation counselors (VRCs). The VRC's responsibility is to assist mentally and physically disabled individuals in obtaining employment by planning, organizing and providing professional rehabilitation services. Some of the general duties that a VRC may perform in cooperation with a VAC are:

- screen referrals, conduct interviews and gather eligibility information;
- interpret and evaluate applicant's medical, psychological, social, educational and employment history;
- arrange for or administer tests to determine client's mental level, aptitudes, interests and abilities;
- develop an Individualized Written Rehabilitation Program;
- arrange for rehabilitation services; and
- assume responsibility for suitable placement and follow-up in employment.

D. What Are The Eligibility Requirements For DVR Services?

Eligibility requirements for the Division of Vocational Rehabilitation (DVR) services are vocational in nature and should not be confused with eligibility requirements for educational services. Some students who are in special education classes may not meet the eligibility requirements established by DVR. The three areas DVR considers when determining eligibility are:

- the individual must have a mental or physical disability;
- the disability must be a handicap in getting or keeping a job; and
- there must be a reasonable chance the individual can be helped to get a job if appropriate services are provided.

When determining whether a mental or physical disability exists, DVR uses different criteria from the LEA. For the student to be classified mentally retarded an I.Q. score based on the Stanford Binet, WISC-R or WAIS must be administered by a qualified examiner. Another suitable individual I.Q. test may be used only if the Stanford Binet, WISC-R or WAIS is clearly inappropriate for the individual. Once appropriate I.Q. score has been established, the following guidelines are used:

- an individual with an I.Q. score above 85 is not considered as having a mental disability;
- an individual with an I.Q. in the 70-85 range may be considered as having a mental disability when there is adequate documentation of maladaptive behavior; and
- an individual with an I.Q. score below 70 will be considered mentally disabled.

Based upon these guidelines, it is clear that some students MAY not be eligible for special education services, but could be eligible for vocational rehabilitation services. Special educators should be aware of this and inform counselors in the school about vocational rehabilitation services and the referral procedures.

The Rehabilitation Services Administration accepted learning disabled (LD) as an eligible category for services in the early 1980's. Just as with other categories of disabilities, specific eligibility criteria must be met. Of particular concern in determining eligibility for the learning disabled is the degree of severity of the condition. A person with a diagnosis of learning disability may or may not have significant limitations that would create an employment handicap. It should be noted that a student may be enrolled in special classes approved by the Division of Special Education and still not meet the Department of Vocational Rehabilitation guidelines for eligibility.

To determine eligibility for DVR services the following steps usually take place:

- An initial interview is conducted by the Vocational Rehabilitation Counselor upon application for services and the evaluation procedures begin.
- The Vocational Rehabilitation Counselor requests copies of all pertinent school records including all tests results, IEPs, transcripts, etc.

These records must indicate the student has the following:

- Average or above average intelligence according to the customary definition;
- A significant variation between verbal and performance IQ as measured by an individual IQ test such as the WISC-R or WAIS;
- A significant discrepancy between measured ability (intelligence) and achievement in areas such as reading, spelling, language, and mathematics as determined by standardized, reliable and valid instruments.
- A history and behavior assessment must be obtained for the evaluation process;
- General medical information is obtained usually through the authorization of a general medical examination;
- When all information is gathered, an authority in the field of learning disabilities reviews each case file;
- If additional testing and information is required to determine eligibility, the school may be requested to provide such. If it is not available from the school, Vocational Rehabilitation may authorize services at no cost to the student.

The Vocational Rehabilitation Counselor determines eligibility.

In addition to serving mentally retarded and learning disabled students, DVR also serves students with other types of disabilities. For further information contact the nearest Vocational Rehabilitation Counselor.

Resources For Vocational Rehabilitation

1. List: Missouri DVR District Offices

MISSOURI VOCATIONAL REHABILITATION OFFICES

Vocational Rehabilitation
Joe Anders, Supervisor
1923 N. Kingahighway
P.O. Box 1087
Cape Girardeau, MO 63702
Phone: (314) 334-7701

Vocational Rehabilitation
Jerry Fowler, Supervisor
303A South Washington
Chillicothe, MO 64601
Phone: (816) 646-1542

Vocational Rehabilitation
Danny Alcorn, Supervisor
800 Progress Drive
Farmington, MO 63640
Phone: (314) 756-5727

Vocational Rehabilitation
Robert Pringle, Supervisor
Fulton State Hospital
Fulton, MO 65251
Phone: (314) 642-3311

Vocational Rehabilitation
Curtis Day, Supervisor
#7 Melgrove Lane
Hannibal, MO 63401
Phone: (314) 221-3362

Vocational Rehabilitation
Larry Vilmer, Supervisor
3640 S. Noland Rd., Suite 240
Independence, MO 64055
Phone: (816) 254-2750

Vocational Rehabilitation
Dwayne Huffine, Supervisor
207 Metro Drive
Jefferson City, MO 65109
Phone: (314) 751-2343

Vocational Rehabilitation
Anthony Logan, Supervisor
1609 E. 20th Street
Joplin, MO 64801
Phone: (417) 625-3067

Vocational Rehabilitation
Frederick Taylor, Supervisor
615 E. 13th Street, Room G-3
Kansas City, MO 64106
Phone: (816) 472-2581

Vocational Rehabilitation
Robert Lanigan, Supervisor
2700 Rockcreek Parkway
Suite 108
N. Kansas City, MO 64117
Phone: (816) 842-6422

Vocational Rehabilitation
Don Livasy, Supervisor
1734 E. 63rd St., Room 504
Kansas City, MO 64110
Phone: (816) 363-5818

Vocational Rehabilitation
Ellen Turgeon, Supervisor
304 S. Franklin, Suite 100
Kirksville, MO 63501
Phone: (816) 627-1035

Vocational Rehabilitation
Harold Northcutt, Supervisor
110 S. Adams, PO Drawer F
Nevada, MO 64772
Phone: (417) 667-5081

Vocational Rehabilitation
John Normile, Supervisor
9378 Olive Boulevard
Olivette, MO 63132
Phone: (314) 991-4330

Vocational Rehabilitation
Bob Winchester, Supervisor
2717 Westwood Boulevard
P.O. Box 968
Poplar Bluff, MO 63901
Phone: (314) 686-1194

Vocational Rehabilitation
Duane Rogers, Supervisor
1202 Homelife, P.O. Box 879
Rolla, MO 65401
Phone: (314) 341-1712

Vocational Rehabilitation
Louis Wyrsh, Supervisor
1360 S. Fifth Street
Suite 370
St. Charles, MO 63301
Phone: (314) 946-2788

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James Pawlowski, Supervisor
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Phone: (314) 231-2340

Vocational Rehabilitation
Martin Haselhorst, Supervisor
Kenrick Plaza Shopping Center
7435 Watson Rd., Suite 100-B
St. Louis, MO 63119
Phone: (314) 962-1125

Vocational Rehabilitation
Ted Cox, Supervisor
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Sedalia, MO 65301
Phone: (816) 827-1666

Vocational Rehabilitation
Edward McElwee, Supervisor
149 Park Central Square
Room 526
Springfield, MO 65806
Phone: (417) 868-3397

Vocational Rehabilitation
Charles Kimberlin, Supervisor
Imperial Court, P.O. Box 166
West Plains, MO 65775
Phone: (417) 256-8294

State Office

Vocational Rehabilitation
Don L. Gann, Assistant Commissioner
2401 E. McCarty
Jefferson City, MO 65101
Phone: (314) 751-3251

* Will be moving to the
State Office Bldg. on
12/1/98.

Additional Resources

- Resource: An Introduction to Special Education, William H. Berdini and A. Edward Blackhurst
- Source: Little, Brown and Company
34 Beacon Street
Boston, MA
- Resource: Vocational Education Models for Linking Agencies Serving the Handicapped, Lloyd W. Tindall
- Source: Wisconsin Vocational Studies Center
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
- Resource: Procedural Issues in Cooperative Work-Study Programs, Michael Bullis
- Source: Journal of Rehabilitation, 1983, Volume 49 (2), pages 33-35
- Resource: Interagency Collaboration in Providing Vocational Education for Handicapped Individuals, Leonard Albright, Susan E. Hasazi, L. Allen Phelps and Marc E. Hull
- Source: Exceptional Children, 1981, Volume 47 (8), pages 584-89

References

- Finnerty-Fried, P. & Ianacone, R. N. (1984). *Vocational rehabilitation in employment training*. Columbus, OH: Ohio State University, The National Center for Research in Vocational Training.

The Role of The Vocational Adjustment Coordinator

Overview

Through the efforts of the local education agency (LEA) and the Division of Vocational Rehabilitation (DVR), Cooperative School Work Programs have been implemented in many LEAs. The development of Cooperative School Work Program was the result of studies and reports which indicated that handicapped students lost jobs more often by their failure to adjust to the work situation rather than the inability to perform the job. Also, failure in job training and employment was primarily due to lack of supervision in initial training and/or employment periods. Seemingly, there was a definite need to provide students with an appropriate environment, activities, job training stations and places of employment which were carefully supervised and selected for the purpose of:

- evaluating, studying and developing vocational potential;
- exploring individual adjustment and learning problems in relation to vocations through a sampling of suitable work experience;
- developing dependable work habits;
- observing personality traits in a 'work-world' atmosphere to nurture socially acceptable behavior in job training and employment; and
- extending the program so that the student can proceed to on-the-job training, part-time employment, or full-time employment within the framework of DVR in a school setting.

The LEA has assigned these responsibilities to a special education teacher. These individuals, usually entitled vocational adjustment coordinators, are involved in a variety of diverse activities. This section of the handbook presents five goals that VACs must strive to achieve in order to develop a successful Cooperative School Work Program. The VAC must:

- develop a communication network;
- cooperate in the development of the IEP;
- facilitate student progress;
- develop training sites and implement on-the-job training; and
- interface with the vocational rehabilitation counselor.

GOAL 1: Develop A Communication Network

Overview

The exchange of ideas, messages or information with a wide variety of individuals is a major responsibility of the vocational adjustment coordinator (VAC). Open communication is necessary to facilitate the coordination of services with school personnel as well as community resources. Organizational skills are essential in maximizing the coordination of services of all who are involved.

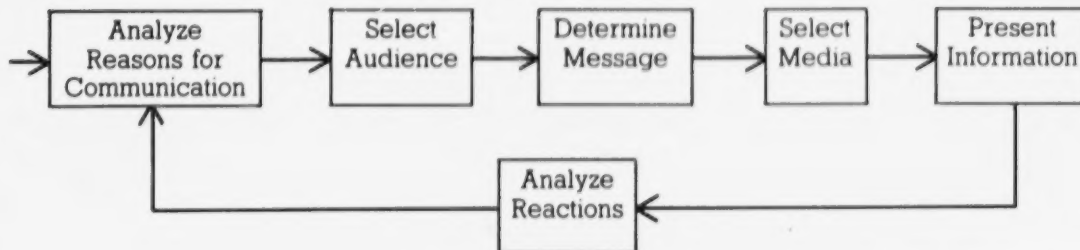
The coordination of school personnel responsibilities is necessary if the potential of the student is to be realized. The VAC must understand his/her role in relation to administrative responsibilities as well as the role of the vocational resource educator, vocational instructor, special education instructor and counselor. Within each local education agency (LEA) the VAC's role may vary but the need for coordination is still vital.

The VAC also has the responsibility of working with parents and other community members to assure that they are aware of the programs available to handicapped students. The responsibility to the community at large will differ from the responsibility to family members. The responsibility may be either direct or indirect, that is, the VAC may do some of the activities or may simply make sure other resources are available for carrying out the responsibility.

The VAC is responsible for assuring that public relations efforts are directed toward communicating the potential of handicapped individuals as students and employees. The VAC works with community organizations to help them inform their memberships about the training opportunities that are available for students with handicaps and to facilitate placement of students.

A. What Are Some Steps For Establishing Rapport?

The process of communicating program content and goals can be enhanced by a systematic, timely and well planned method of establishing rapport. Improving rapport with others can increase the credibility of the program and result in positive changes for the student. The modified model (Nadler, 1970) shown below illustrates the six components of the communication process.



A Communication Model

Nadler's model presents the steps of the communication process in a sequential manner. If the message is communicated the process ends. However, if the reactions indicate that the message was not successfully communicated the process begins again with the first step.

Establishing rapport with administrators, as well as other individuals involved with the student, requires good communications skills. The kinds of communication messages conveyed are important in developing a supportive climate. The following lists identify characteristics of supportive and defensive messages.

Supportive messages which facilitate communication include:

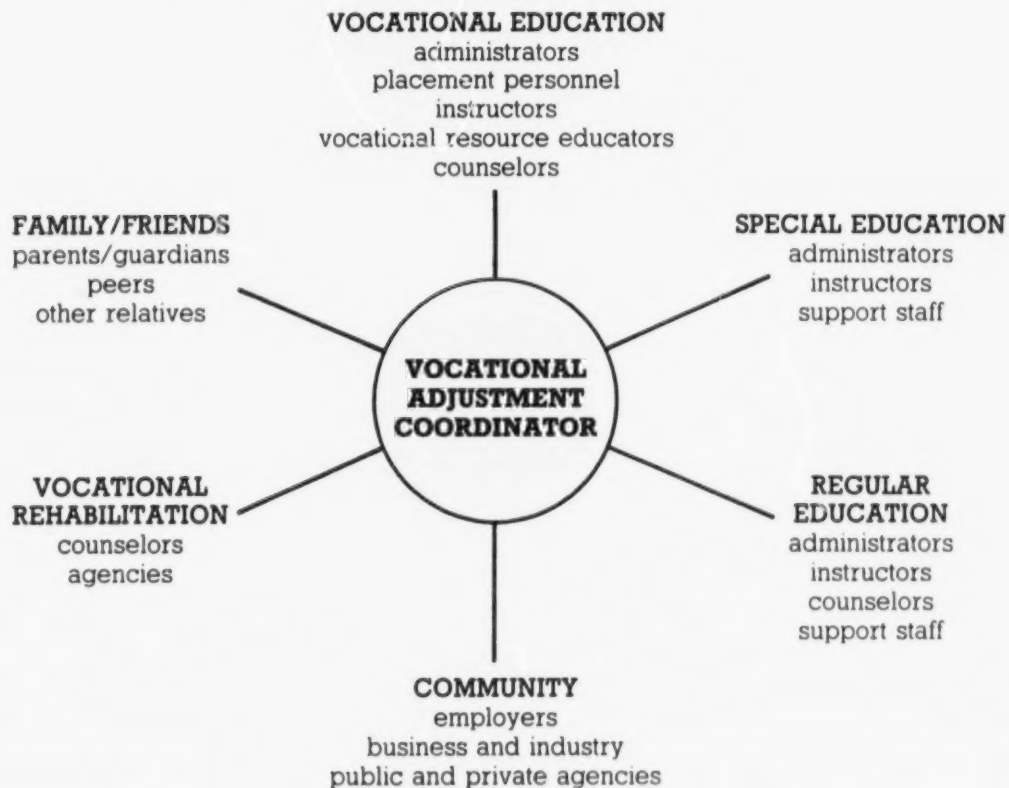
- Description—open, nonjudgmental
- Problem Orientation—identifying the problem together
- Spontaneity—open to new ideas
- Empathy—concerned, interested
- Equality—both parties have equal status
- Provisionalism—open to alternatives

Defensive messages which inhibit communication include:

- Evaluation—judgmental
- Control—trying to control the encounter
- Strategy—have a set plan
- Neutrality—lacking concern
- Superiority—one party superior
- Certainty—preconceived answers

B. Who Are Some Of The People A VAC Needs To Communicate And Work With On A Regular Basis?

There are people from many sectors of the school and community that the VAC will want to link with in coordinating services to handicapped students. The following diagram identifies some of these people.



These six groups of people provide the basis of support for the Cooperative School Work Program and the VAC. In order to coordinate the program the VAC needs to have a good working relationship with each. By optimizing communication with these people the success of the student can be enhanced.

C. How Can The VAC Develop Rapport With Administrators?

Building rapport with administrators, as with all people, is an evolving process. The goals of the local education agency (LEA) and the roles and responsibilities of the administration must be considered. Interacting with the administration is crucial to the establishment of rapport. When developing rapport remember to:

- cooperatively determine the VAC's specific responsibilities and duties;
- arrive at a consensus on the long term goals and short term objectives of the Cooperative School Work Program;
- maintain an awareness of the position of the administration regarding growth of programs and services for the handicapped;
- establish a flow of information to administrators regarding program growth, direction and scope (in person if possible, by memo if not);
- acknowledge administrative support when it is given; and
- follow protocol (formal and/or informal).

D. How Can The VAC Encourage The Involvement Of Parents?

Fostering the interest of the parents in the program through public relations is a vital role of the VAC. Sharing information about the program will lead to increased involvement by the parent. Vasa and Steckelberg (1980) suggest the following activities to increase involvement:

- host an open house and tour of the facility;
- correspond regarding the success of their child;
- encourage instructors to also correspond;
- make home visits to get to know the parents' interests, concerns and needs;
- provide inservice programs directed toward parents' interests, concerns and needs; and
- offer individual, small or large group meetings.

It is sometimes assumed by educators that parents do not care about their child's education because of the parents' lack of involvement. In reality parents may choose noninvolvement for any of a number of reasons, such as fear of inadequacy in discussions with educators, the irrelevance of past contacts with the local education agency (LEA), and failing to understand the role the LEA expects of them. In talking with parents, ask and listen to their opinions, accept them as equals, meet them at home if necessary and avoid using educational jargon. Through communication with parents, the VAC can:

- obtain information about the individual student's progress;
- obtain information about the student's experiences and expectations from the perspective of his/her parents;
- increase the opportunities for individual students by involving parents in the educational process;
- transmit information about parents' rights and responsibilities under the law;
- obtain support from groups of parents for the expansion and alteration of present programs to accommodate the handicapped; and
- foster involvement of parents in the program.

Parents, in turn, can learn from educators about:

- what to expect from the Cooperative School Work Program;
- the scope of the Cooperative School Work Program;
- the program's safety standards and provisions;
- the ways the parents can support the acquisition of specific skills;
- the grading and evaluation procedures utilized by the LEA; and
- the performance of their respective children in the Cooperative School Work Program.

E. How Can The VAC Keep The Lines Of Communication Open With Students?

Students with handicaps may enter the learning situation with feelings of low self-esteem. They may have concerns about their future and opportunities for employment after graduation. New situations may be alien territory in which they are afraid of failing. They may be unfamiliar with work models and, therefore, have a limited knowledge of worker expectations.

Students need to feel that they can approach an instructor and discuss their problems. Good communication between the instructor and the student allows for the free exchange of ideas and methods to alleviate problems. Some suggestions to help facilitate communication are to:

- communicate acceptance and willingness to help;
- show an interest in all aspects of students' life, not just academic problems;
- be approachable by demonstrating an interest—make it easy for them to ask for help;
- treat students as individuals; and
- listen, as well as talk.

There are also many teaching techniques that facilitate communication between the instructor and the student. Some suggested techniques are:

- plan success-guaranteed learning opportunities, i.e., small enough steps for success to be inevitable;
- plan ways for students to be able to define for themselves successful completion of a task;
- help students establish their own attainable goals;
- inform students about their progress on a regular basis;
- treat students the same regardless of whether they have a handicapping condition or not; and
- involve handicapped students with other students in well planned group activities.

It is important that a cooperative atmosphere be established in the entire school. The mainstreaming process requires that everyone works together to maximize the learning opportunity for students with handicaps.

F. What Is The VRE And How Can The VAC Work With The VRE?

Some local education agencies (LEAs) have a vocational education person who has the title of vocational resource educator (VRE). The VRE is a model developed in Missouri to facilitate the mainstreaming requirements of serving handicapped students in vocational education programs. As the title indicates, the VRE is a resource person to the vocational educator as well as other school personnel, especially special education instructors. The VRE's major responsibilities include assisting in appropriate placement of students in regular vocational programs, providing resources and assistance to the vocational instructor, assisting in the placement of students in the world of work, providing in-service training, and general support counseling to students and parents.

The VAC must communicate his/her role in the education of special needs students to the VRE. If both the VAC and VRE comprehend their relationship in the educational process they can work in a cooperative manner to utilize their abilities and resources to the maximum. The final result of their coordination will be a more productive, diversified program for the student.

If the VRE is available in the LEA, some suggestions to facilitate communication are:

- define the roles of both the VAC and VRE concerning:
 - a. placement of students in vocational programs
 - b. resources and assistance to the vocational instructor, special education instructor, and other school personnel
 - c. job placement
 - d. in-service training
 - e. guidance of students
- establish a flow of information about students' programs;
- coordinate the use of all available resources; and
- coordinate the dissemination of information about the roles and functions of each program to other school personnel, employers and the community.

G. How Can The VAC Develop Rapport With The School Staff?

Working with staff members to coordinate a student's program is an important part of the VAC's job. Therefore, it is crucial that the VAC is able to build rapport with staff members such as special educators, regular educators and counselors. The following should be considered when building rapport with staff members:

- effectively communicate the responsibilities and duties of key personnel as outlined in the Cooperative School Work Agreement;
- facilitate the understanding of the long term goals and short term objectives of each student's program;
- clarify the position of other personnel regarding growth of programs and services for the handicapped;
- establish a flow of information to staff members (in person if possible, by memo if not);
- be accessible to other staff members in order to discuss concerns and/or positive comments about the student's program;
- acknowledge their support when it is given;
- be supportive of their efforts; and
- arrange meeting times when it is convenient for all parties concerned.

H. What Are Some Ways The VAC Can Encourage Community And Agency Involvement With The School?

By participating in community activities that enhance visibility, the VAC can build strong community based support for the Cooperative School Work Program. The VAC can join organizations and attend activities sponsored by school, citizen, business, labor, civic or special interest groups. By being a consumer of local products and businesses, the VAC can build linkages with community members. The following are but a few of the ways a VAC can "network" with the community:

- arrange speaking engagements;
- develop program brochures;
- develop audio-visual presentations;
- organize an open house;
- conduct an in-service;
- visit related agencies in the community;
- distribute business cards;
- write letters of introduction; and
- write follow-up thank you letters.

It is important that the VAC communicate with the administration the type of activities planned. Also the VAC needs to ascertain if there are any other vocational special needs personnel who are doing the same type of activities. Coordination of all these individuals can lead to a more productive program.

Included are a list of community resources available in most local education agencies. A cross-referenced index of services these community resources provide can be developed by the VAC.

Community Resources

Local Business and Industry

- Field trips to observe on the job activities
- On the job experiences/tryouts

Governmental Agencies

- Vocational Rehabilitation
- Bureau of Indian Affairs
- Immigration
- Social Security Administration
- Veterans Administration
- Employment services
- Job Corps
- VISTA
- Job Training Partnership Act (JTPA) Program
- Community Action Program
- Law enforcement agencies
- Legal and judicial agencies
- County commissioner
- County extension agent
- Taxation agencies
- Parks Department
- Welfare Offices
- Motor Vehicle Bureau
- Agricultural extension agent
- Public health nurse
- Department of Conservation
- Adult Basic Education Program
- Parent-Teacher Associations (PTA)
- Migrant programs
- Military service representatives
- Correctional institutions
- Mental health agencies
- Sheltered workshops
- Governor's Commission for Employment of the Handicapped
- Planned Parenthood

Community Service Organizations

- YMCA
- YWCA
- Red Cross
- League of Women Voters
- Urban League
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- Heart Association

Civic Clubs

- Chamber of Commerce
- JAYCEES
- Rotary Club
- Kiwanis
- Elks
- Lions
- Business and professional workers
- Optimists

Special Resources, Private, Nonprofit, and Volunteer Organizations

- Airports
- Weather stations
- Colleges
- Universities
- Knights of Columbus
- Association for Retarded Citizens
- 4-H clubs
- Veterans groups
- Boy Scouts
- Indian Guides
- Churches
- Hospitals
- Nursing homes
- Libraries
- Museums
- Goodwill Industries and other rehabilitation facilities
- Private mental health associations
- Girl Scouts
- Campfire Girls
- Big Brothers
- Big Sisters

Source: Trainer's Guide to Life Centered Education

Authors: Brolin, D., Mckay, D. & West, L.

Resources for Goal 1

1. Article: 'Parental Involvement in Special Education: Rights and Responsibilities.'

Parental Involvement in Special Education: Rights and Responsibilities

ALAN M. HOFMEISTER, Ph.D, and MICHAEL E. GALLERY, Ph.D.

Introduction

The ideal relationship between parents and school personnel is one characterized by partnership. While, in most cases, both parties have worked toward this ideal, they have, on numerous occasions, fallen short. Efforts toward achieving a true partnership have been given a boost by recently enacted federal legislation. Schools are now required to provide parents with the opportunity to become actively involved in the educational program of their child who is handicapped. While schools must provide the opportunity for parental involvement, the full benefit of this legislation will not be realized unless parents are able to take full advantage of the offer. For this to be possible, parents will need an understanding of some of the key planning issues that they and the schools will address as well as parental rights and the schools' responsibilities regarding such rights.

Dr. Hofmeister is director of the Outreach and Development Division, Exceptional Child Center, Utah State University, Logan. Dr. Gallery is assistant professor, Department of Special Education, Western Michigan University, Kalamazoo.

This article discusses briefly seven major concerns: School placement, goal planning, annual review, home involvement, supportive services, extracurricular activities, and postsecondary education. In discussing these issues, particular focus will be placed on rights and opportunities for involvement available to parents of children who are handicapped.

School Placement

In the past, many children with handicaps, particularly severe handicaps, were turned away from public schools. Today, however, the picture has changed; public schools are legally bound to provide a free appropriate education to all handicapped children between ages 3 and 25 (the upper and lower limits of this age range vary by conflicting state laws).

Schools must not only provide an education for all children, regardless of handicap, but must also provide the least restrictive placement; that is, the placement must be as normal as possible—the most preferable being in the regular classroom. This concept of "least restrictive placement" has implications for the design of school buildings as well. School buildings must now include architectural features to accommodate students with physical handicaps.

Children with handicaps and their parents have been accorded certain rights with regard to school placement, including:

- 1) The right to free educational and psychological evaluations;
- 2) The right to examine all school records to be used in making placement decisions;
- 3) The right to request the removal of any information in the child's school records which the parents deem inaccurate or irrelevant;
- 4) The right to appeal any placement decision contrary to the wishes of the parents.

Thus, the parents have the right to take an active role in the child's school placement. It is suggested that when the child is of age (3 years in many states), the parents register the child for school. At that time, they should provide the school with any information they have related to the child's handicap. Handicapped children should begin formal schooling at least at the same time nonhandicapped children do.

Parents should evaluate carefully any excuse given by a school for nonacceptance of their child. Unacceptable excuses offered in the past include:

- 1) Your child is not toilet trained.
- 2) We have no funds for special programs.
- 3) We are unable to accommodate the handicapped.
- 4) Handicapped children must be 7 years old before they may enter school.
- 5) We don't accept children with severe behavior problems.

If the school, for any reason, fails to accept the child, the parent may appeal. While awaiting a "due process hearing," the child must be admitted to school. If the child is already in school but, in the eyes of the parents, inappropriately placed, the parents may also appeal the decision that led to that placement.

Distributed by The National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, IL 60612. July, 1978.

Goal Planning

The Education for All Handicapped Children Act of 1975 (P.L. 94-142) mandates that schools develop an individualized education program (IEP) for each handicapped child served. This plan must contain: 1) a statement of the child's present level of functioning, 2) annual goals and short-term objectives to meet the goals, 3) educational and related services to be provided and a statement regarding the extent to which the child will participate in the regular education program, 4) projected dates for initiation and duration of educational and related services, and 5) procedures for evaluating progress made toward goals.

The responsibility for developing the IEP does not rest solely with the school personnel. Legislation mandates that parents be given the opportunity to become working members of the IEP team. Parents have a right not only to be present at the IEP meeting but also to have access to the same information as other involved in the decision making. If the parents feel that it is warranted, they can also request that other resource persons, such as the child's physician, be present.

The notion that parents are working members of the team is an important one. The parents should offer any information that might be helpful in planning their child's program. Further, the parents should ask school personnel to explain: 1) how any goals proposed for the child by the school relate to information drawn from any testing and evaluation undertaken, 2) how the child's placement will facilitate achievement of the proposed goals, and 3) how progress toward the proposed goals will be evaluated. If, during such explanations, school personnel use terms unfamiliar to the parents, the parents should not hesitate to ask for clarification.

It is important that the parents not feel pressured to approve the IEP. If they are unsure, they have the right to request time to consider the plan more fully and, if necessary, to seek outside counsel. In any event, should the team adopt an IEP that is unacceptable to the parents, the parents have the right to initiate a due process hearing.

Annual Review

The IEP must be reviewed at least annually. As with the development of the IEP, the parents must be invited to participate in the review process. It should be stressed that the scheduling of the review process on an annual basis is a minimum requirement; hopefully, school personnel will communicate with parents regarding their child's progress much more frequently.

During the review, the parents should ascertain if the IEP was implemented as planned, and particularly, if the appropriate educational and supportive services were provided. If some goals were not met, the parents should find out what steps were taken to attempt to correct the situation. Failure to achieve goals is not necessarily an indication of incompetence, particularly if school personnel can demonstrate that problems were recognized early and prudent steps were taken to avoid failure.

Once the status of previous goals has been established, new goals should be developed. Here again, parents play vital roles. Of particular concern at this point, is whether alteration (either additions or deletions) of special educational and related services is warranted.

As always, if the parents are dissatisfied with the outcome of the review, they may request a due process hearing. However, the more parents are kept informed and the more parents keep themselves informed of their child's progress, the less likely will be the need for such a hearing. Program modifications can and should be made on an ongoing basis and as the result of team effort. Waiting for an annual review before changing a program goal can be defeating to a child's progress.

Home Involvement

Because education is often thought of as a process that occurs in schools, it is easy to overlook the importance of parents as teachers. However, the critical role that parents play in shaping their child's life values and their perceptions of self and others is becoming increasingly recognized. Considerable research is demonstrating that parents can be effective instructors of both academic and self-care skills. Home involvement can be provided in two ways: Through the systematic support of homework or through direct instruction.

A well-planned homework assignment should involve not the teaching of new skills, but rather the practice of skills already introduced. If assigned homework is clearly beyond a child's capacity, the teacher should be contacted immediately. Since no instructor wants to place pupils in failure situations, any teacher will likely appreciate being informed when homework assignments are too difficult. Parents who enthusiastically and conscientiously supervise homework provide important incentives. Children are much more likely to complete homework when they know their efforts will be rewarded by persons who are important to them.

Parents can undertake specific teaching assignments with appropriate training and materials (see Information Resources at the end of this article). Tutoring programs in self-care and academic skills have been successfully conducted by parents of children who are handicapped. Parents who are willing to learn tutoring skills and become involved in direct instruction will not only become important instructional resources for their child but will also have a better understanding of educational problems and procedures. This understanding will foster improved parental participation in future educational planning.

Supportive Services

It is important to remember that a child is placed in special education not because of the presence of some physical or mental impairment, but because of the need for a specialized instructional program and possible related services. Related services, as defined in P.L. 94-142, include "... transportation and such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and include the early identification and assessment of handicapping conditions in children."

For financial and organizational reasons, some schools may be reluctant to supply needed related services as defined above. Parents are therefore obligated to be aware of the child's rights to such services. The best time for parents to express their concern for related services is when the child is to be evaluated for possible placement in special education. Such concern can, however, be expressed at any time.

Extracurricular Activities

Parents should team with school personnel to ensure that their child has the opportunity to participate in extracurricular activities. Participation in school-sponsored sporting events, field trips, dances, and other recreational activities should not be denied because of a handicap. School staff are often at a loss to know how to involve persons with handicaps in such activities. Parents should be prepared to make practical suggestions as to how such involvement may be achieved. It is important that the parents communicate the child's feelings to ensure that the personal satisfaction derived from participation in recreational events is achieved.

Postsecondary Education

Parents of children who are handicapped should be aware that persons with disabilities now have many of their rights protected at the postsecondary level through legislation such as that provided in Section 504 of the Rehabilitation Act of 1973. Colleges and other postsecondary institutions are required to open programs to students through the removal of architectural barriers or such procedures as the relocation of classes to accessible sites. Tests, including admission tests, must not discriminate against those who have handicaps. Students with impaired sensory, manual communication, or speaking skills must be provided access to auxiliary aids. Physical education must be provided in a nondiscriminatory manner, and students who are handicapped cannot be unnecessarily segregated in physical education classes.

Parents who plan ahead and visit a proposed campus with their son or daughter up to six months prior to the start of the academic year can ease entry by the student into postsecondary programs. During the campus visit a review of classrooms and living spaces may bring to light potential problems. Most institutions, given enough lead time, will do their best to meet the needs of students with disabilities. If, after negotiation and discussion with university personnel, parents feel that discrimination on the basis of physical or mental handicap exists in any program funded by the Department of Health, Education, and Welfare, a complaint may be filed with the Office of Civil Rights (see address in the Information Resources at the end of this article).

In many cases, parents can reduce the possibility of service delays and confrontation with education agencies if they plan ahead with their son or daughter, document their concerns in writing, suggest solutions, and work as team members with school and college personnel to represent the wishes and needs of the person who is handicapped.

Keeping Track: The Key To Effectiveness

Parents have fought for and won the opportunity to play a critical role in planning their child's educational program. It has been suggested that this role is enhanced when parents:

- 1) **Are confident about their own abilities.** They know their child better than anyone else.
- 2) **Keep detailed records.** Accurate recording of all important communications and events and safe keeping of the records are paramount.
- 3) **Join a parent organization.** By talking with people who "have been through it already" parents can gain a perspective on their problems, find moral support, and keep themselves informed.
- 4) **Stay in close touch with the child's teacher.** Knowing what is being done in the classroom can facilitate follow-through at home.
- 5) **Listen to the child.** Only he or she can give the personal point of view. Problems can be solved when people work on them together!

Additional Resources

- Resource: Effective Small Group Communication,
Ernest G. Bormann and Nancy Bormann (book)
- Source: Burgess Publishing Company
Minneapolis, MN
- Resource: Communicating with Parents of Exceptional Children, Roger Kroth
(book)
- Source: Love Publishing Company
6635 E. Villanova Place
Denver, CO 80222
- Resource: The Disabled and Their Parents: A Counseling Challenge, Leo Buscaglia
(book)
- Source: Charles B. Slack, Inc.
Thorofare, NJ 08086
- Resource: The Skills of Community Service Coordination,
Mikal R. Cohen, Raphael L. Vitalo, William A. Anthony and Richard M.
Pierce (book)
- Source: Carkhuff Institute of Human Technology
P. O. Box 222
Amherst, MA 01002
- Resource: Procedures Handbook for Special Needs Work-Study Coordinators,
Marilyn R. Kok and Linda, H. Parrish (book)
- Source: Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850
- Resource: Coordination Techniques for Cooperative Work Experience Programs,
Jim Burrow, Roger Ditzenberger and Raymond Morley
Module 2: Coordination Techniques
Module 12: Regular Coordination Activities
Module 17: Parent Involvement in Cooperative Work Experience
- Source: Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435
- Resource: Parental Involvement in Special Education: Rights and Responsibilities,
Allen M. Hofmeister and Michael E. Gallery
- Source: The National Easter Seal Society for Crippled Children and Adults, 2023
West Ogden Avenue, Chicago, IL 60612

References

Nadler, L. (1970). *Human resources development*. Houston: Gulf.

Vasa, S., & Steckelberg, A. (1980). Parent's roles in the education of special vocational needs youth. In G. Meers (Ed.), *Handbook of special vocational needs education* (pp. 79-115). Rockville, MA: Aspen Publications.

GOAL 2: Cooperate In The Development Of The Individual Education Program

Overview

The vocational adjustment coordinator (VAC) has many responsibilities in implementing the Cooperative School Work Program. Although the VAC is generally a special education classroom teacher, his/her responsibilities are vocationally oriented. The major responsibilities are to develop pre-employment skills through the provision and/or coordination of classroom instruction; to develop, implement and monitor training sites; and to coordinate services with the vocational rehabilitation counselor. These activities can best be coordinated and facilitated through the development and implementation of an appropriate Individual Education Program (IEP) for each participating student. The VAC's involvement in the IEP process is critical to the student's vocational success. In order to assure success, the VAC must be aware of his/her responsibilities as they pertain to the student's program as outlined in the IEP. The primary responsibilities of the VAC as they pertain to the IEP are:

- participating in the development of the IEP, specifically the vocational component;
- implementing the IEP within the parameters of the vocational program; and
- assisting in the evaluation of the vocational component of the IEP.

A. What Is The Purpose Of The IEP?

The Education of All Handicapped Children Act, Public Law 94-142, and the amendments of Public Law 98-199 mandate the provision of appropriate services for all handicapped individuals ages five to twenty-one inclusive. The law places responsibility with all educators, not just special educators. Also, the law specifies the development of an Individual Education Program (IEP) for all handicapped individuals prior to receiving special education services.

The IEP benefits both students and educators by providing a comprehensive program for delivery of educational services. The IEP provides a means for students, parents and instructors to become active participants in the learning/teaching process. It facilitates their working together to pinpoint specific problems and devising ways to solve those problems through a joint effort (Finnerty-Fried and Ianacone, 1984). In this manner the IEP becomes a plan that provides structure to the educational program. It maximizes the learning that occurs and increases the potential for effective transition to the world of work for handicapped students.

The components that the Missouri State Plan for Special Education (1984) mandates to be included in every IEP are:

- a statement of the student's present levels of performances;
- a statement of annual goals, including short-term instructional objectives;
- a statement of the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in regular educational programs;
- the projected dates for initiation of services and the anticipated duration of the services; and
- appropriate objective criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether the short-term instructional objectives are being achieved.

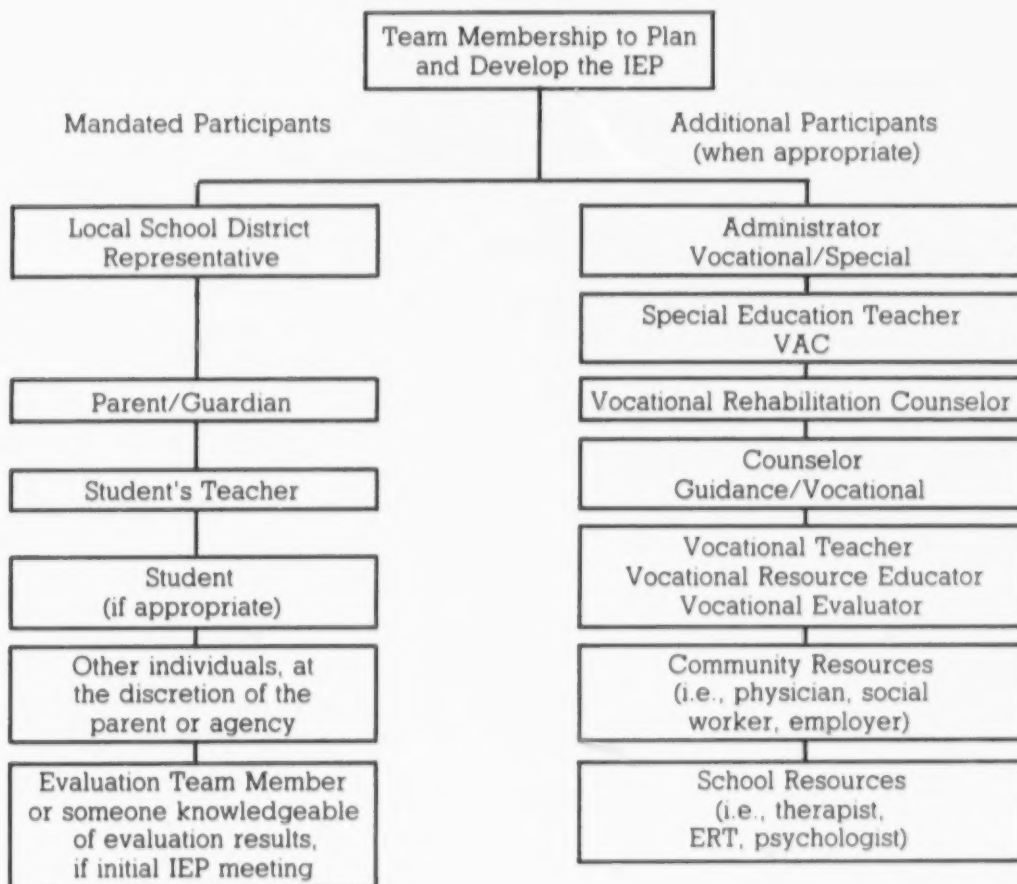
B. How Does The IEP Process Work?

The IEP process requires all those attending the planning conference to share pertinent information for programming. It is crucial for all persons involved to provide the requested information during the IEP process so that an appropriate IEP may be developed and written. After completion of the IEP, the placement of the student is decided. The IEP is then implemented and the student's progress evaluated as specified in the IEP.

The State Board of Education of Missouri has adopted certain policies and procedures for implementing of the IEP for any handicapped child served by a public agency in Missouri. These policies and procedures are stated in the Missouri State Plan for Special Education.

C. Who Participates During The IEP Planning Conference?

A meeting for developing a handicapped child's IEP will be held as soon as educational data are reviewed at a staffing, but not more than thirty (30) days after the child is determined to be in need of special education and/or related services. Public Law 94-142 requires a multi-disciplinary team comprised of the following mandated participants plus additional participants who provide expertise in relevant areas. These additional participants should be chosen according to their involvement with the student. The following chart has been adapted from Finnerty-Fried & Ianacone (1984) to reflect the guidelines in the Missouri State Plan for Special Education (1984) in regard to who may be involved in the planning conference.



D. What Information Is Necessary To Formulate An Appropriate IEP?

The content of an IEP is not based on the opinion of one person. Rather, it is the consolidation of information and recommendations about the student from all members at the planning conference. Each individual who attends the planning conference brings specific information about the student that may be used in developing the IEP. When any individual mentioned below is not available to the IEP team, other designated members must supply the necessary information. Below is a list of potential planning conference participants and suggestions of information they may be able to supply.

Member	Type of Information
Administrator	Knowledge of the laws, school programs, facilities, funding, school personnel and the Cooperative School Work Agreement
Parents/Guardian	Knowledge of personal goals and aspirations relative to the student, home related behaviors and patterns of conduct
Student	Knowledge of personal goals and expectations, likes and dislikes, self-awareness, levels of responsibilities, motivation and employment objectives
Special Educator/VAC	Knowledge of the student's strengths, weaknesses, academic problems, and training site opportunities
Vocational Rehabilitation Counselor	Knowledge of vocational rehabilitation services, eligibility criteria, Individual Written Rehabilitation Program and placement and follow-up procedures
Counselor	Knowledge of the student's aptitudes, interests, strengths and weaknesses—psychological as well as social
Vocational Instructor/ Vocational Evaluator/ Vocational Resource Educator	Knowledge of vocational competencies, entry level skills per vocational area, environment, equipment, curriculum modifications, potential employment opportunities
Community Resources	Knowledge of services and other information not available at the school (i.e. medical, psychological, family, and work skills)
School Resources	Knowledge of the student's strengths and weakness relative to academic and vocational training; interests relative to careers; motivation

E. What Information Is Needed By The VAC For Input Into The Development And Review Of The IEP's Vocational Component?

As mandated by Public Laws 94-142 and 98-199, a date and guidelines for review are established in the IEP. All IEPs must be reviewed on an annual basis, but review and revision may occur more frequently. To facilitate the periodic reviews and annual IEP review, the VAC should establish procedures for documenting student activities. The information will be helpful in evaluating the effectiveness of instruction while providing meaningful information for the IEP review. With current information the periodic checks of the IEP implementation will flow smoothly. The collected information will also be readily available for the annual IEP review meeting. In order to facilitate these reviews, the VAC should have access to information regarding:

- vocational interests, aptitudes, experiences and skills;
- academic strengths and weaknesses;
- persistence, attitude and behavior;
- preferred learning style, memory, speed of learning and accuracy;
- physical capacities and limitations (endurance, strength and coordination);
- resources, constraints and environmental conditions that could affect training;
- needed modification or support services to compensate;
- potential training and placement options; and
- specific strategies and/or resources necessary to ensure student success.

This information should be interpreted in the context of:

- the student's and parents' feelings about entering a specific program;
- information derived from a formal evaluation;
- work sites within a vocational area for which the student could train; and
- program options.

During the IEP review some questions that may be asked are:

- What is the general progress of the student?
- What are the staff concerns regarding the student's progress?
- Have the short-term instructional objectives of the IEP been achieved according to criteria stated in the IEP?
- What are the changes necessary in the student's IEP to make it more suitable to his or her future needs?
- Is the student's training site placement still appropriate?

F. What Is The VAC's Role In Monitoring Student Progress?

The content of the IEP determines many of the activities a VAC must perform. The VAC is responsible for seeing that the student has the skills that are necessary to succeed at the training site. The VAC must determine potential training sites, develop those sites and then match the student to the site. Along with these responsibilities, the VAC must coordinate the training site schedule with the student's class schedule. After the student is placed the VAC must provide the following on-going services:

- assess the student's and parents' satisfaction with the training site;
- assess the employer's satisfaction with the student; and
- provide support for the student and employer.

The VAC should develop a monitoring process for the vocational component to ensure student progress. This process should include maintaining records and regularly checking the progress of the student on each goal and objective in the IEP to identify potential problems. If problems occur, the VAC should identify adjustments or resources that may alleviate the problem and if necessary, request an IEP meeting to determine the appropriateness of the goals or objectives of the IEP.

Resources for Goal 2

1. Checklist: Vocational Evaluation Information

A Checklist Of Vocational Evaluation Information

Cognitive Skills	- basic reading and math concept formation cognitive style problem-solving abilities
Manual Skills	- manual dexterity eye-hand coordination fine motor skills mobility
Interpersonal Skills	- work attitudes ability to cooperate, work with others self confidence, self concept relating to others, communicating
Perceptual Skills	- spatial discrimination size discrimination
Work Aptitudes	- remembers instructions, procedures capable of planning, organizing improves with practice
Work Behaviors	- motivation concentration persistence
Interests	- personal goals and interests hobbies, leisure time activities academic - favorite and least favorite subjects
Previous Experiences	- work, volunteer in school work related information, exposure, skill, knowledge
Job Exploration Results	- preferences aptitudes strengths weaknesses
Social Adjustment	- home/family relationship with peers, teachers

Taken from: **Closer Look: A Project of the Parents' Campaign for Handicapped Children and Youth**

Additional Resources

Resource: Mainstreaming Guidebook for Vocational Educators Teaching the Handicapped, Peter R. Dahl, Judith A. Appleby, and Dewey Lipe (book)

Source: Olympus Publishing Company
P. O. Box 9362
Salt Lake City, UT 84109

Resource: Development of Individualized Educational Programs (IEPs) for the Handicapped in Vocational Education

Source: National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Resource: Individualized Education Programs (IEPs): A Handbook for Vocational Educators, L. A. Phelps and L. S. Batchelor

Source: National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Resource: Preparing Quality IEPs

Source: Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Resource: Vocational Education of Handicapped Students: A Guide for Policy Development, Sharon Davis and Michael Ward (book)

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Resource: Workshop Materials: Educational Rights of Handicapped Children, Reed Martin (book)

Source: Public Law Division
Research Press Company
2612 N. Mattis Avenue
Champaign, IL 61820

Resource: Resource Guide for Special Education

Source: Section of Special Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65101

References

Finnerty-Fried, P. & Ianacone, R. N. (1984) *Vocational rehabilitation in employment training*. Columbus, OH: Ohio State University, The National Center for Research in Vocational Training.

Missouri State Plan for Special Education. (1984). Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

GOAL 3: Facilitate Student Progress

Overview

The vocational adjustment coordinator (VAC) should be involved in the initial program planning and placement of individual students. Once this has been done, the VAC works with other school personnel to ensure the coordination of these services.

Ensuring the vocational success of handicapped students is not easy. What may be appropriate for one handicapped student may not be for another, even if the students have the same handicap. It is not the handicap that determines the appropriate placement and programming, but a combination of the individual's abilities, strengths, weaknesses, interests, aptitudes and even one's living and learning environments. These factors cannot be assessed by a few tests. Consideration must be given to all the factors to determine the appropriate placement. Unfortunately, no easy way exists for determining when the best placement and programming decision has been made, but there is considerable information available to assist the VAC in these important decisions.

Many methods and procedures are available for the VAC to help ensure progress and a diploma for the student. Initially the VAC and the student must determine the long range goals of the student. This can be achieved through the development of a long range plan. By outlining the goals of the student the VAC can plan ahead so that program options are available to the student when needed. Also the VAC can structure appropriate classroom activities and develop alternative methods of evaluation and grading. By monitoring the student's progress the VAC can ensure the success of the student and that graduation requirements are met.

A. What Is The Purpose Of Developing A Long Range Plan?

The development of a long range plan can involve and assist the student, parents and local education agency (LEA) in identifying and planning the services a student might need during his/her final four or five years of school (Missouri State Board of Education, 1984). The LEA "should adopt procedures which will encourage each student, his/her school advisor, and the student's parent (or guardian) to cooperate in planning a written high school program which will meet his/her needs and enable him/her to graduate from high school. The program should be reviewed at least once a year for possible revision" (Missouri Department of Elementary and Secondary Education, 1984, p.41). The components that may be included in the long range plan are:

- the long range vocational goal;
- a tentative listing of related courses to be taken until graduation;
- one or more annual vocational goals;
- plans for the student upon leaving the program; and
- a description of vocational services to be provided, and services projected for the upcoming year.

The long range plan could assist the VAC in determining what pre-vocational and academic classes the student might need before becoming involved in vocational offerings or training sites. Also, the long range plan provides a means to plan ahead for involvement by all persons who will provide services to the student. These individuals might include: the VAC, teachers, counselor, student, parents, vocational rehabilitation counselor, administrator or employer. An example of a long range plan is included in the resources for this section.

C. How Can The VAC Monitor Student Progress?

When monitoring student progress, it is essential to gather data related to the Individualized Education Program's (IEP's) goals and objectives. Gathering data to evaluate a student's progress is necessary to determine if the placement decision has been appropriate and successful in meeting the needs of the student. The following questions should be asked when gathering data:

- What is the general progress of the handicapped student?
- What are the staff concerns regarding the student's progress?
- Have the short-term instructional objectives of the IEP been achieved according to the objective criteria stated in the IEP?
- What are the changes that appear necessary in the student's IEP to make it more suitable to his or her future needs?
- Is the student ready to be placed in a less restrictive environment?
- Would another vocational education placement be more appropriate for the student?

Prior to the annual IEP review, if data gathered indicate inappropriate placement or programming, a request for restaffing should be considered. The following areas of concern, as identified by the U.S. Department of Education, formerly the Department of Health, Education and Welfare (1980), may indicate a need for an IEP review

- student's special services need to be modified;
- student's occupational goals change and a different placement is indicated;
- student and/or parent(s) are not satisfied with the placement;
- student's performance data indicate inability to succeed in current placement;
- student is ready to move to a less restrictive environment; and
- a more appropriate placement is available

B. What Are The Possible Classroom Activities Of The VAC?

Beyond providing training site experiences for students, the VAC may also have classroom responsibilities. The VAC's curriculum must be functional, flexible and meet the needs of the students. Initially, the VAC may present pre-vocational concepts, skills, and attitudes as they relate to vocational proficiency and life situations. The student's occupational awareness may be expanded through the introduction of job opportunities in the community by means of field trips, films, film strips, speakers, and other methods of studying people at work and the jobs they do. Subjects such as personal health and appearance, learning how to get along with the employer and fellow employees, and learning to follow directions may be emphasized. Tasks such as filling out job applications and other forms, as well as preparation for job interviews may be stressed. The classroom activities of the VAC center on skills and knowledge students need to succeed on the job.

Once the student has demonstrated a desire and ability to be employed the walls of the classroom are expanded to include the community. As a part-time employee, the student is provided help to adjust to the work world, to learn a particular job and to develop skills necessary to become an employee. Other areas that may be stressed are personal and social adjustment on and off the job and assistance in functional academic skills related directly to specific jobs. Indeed the instructional activities are vast and diverse. The resource section for this goal contains additional activities and materials that may help the VAC meet the challenge of the classroom.

D. What Are Some Alternative Methods Of Evaluating Handicapped Students?

Handicapped students may be unique in their ability to learn and in the expression of their knowledge of the subject matter. If modifications in materials and curriculum are made, it is also important to modify the evaluation process so that the student's knowledge of the subject matter is tested. The following is a list of suggested alternative evaluation procedures that a VAC may use or share with other instructors.

Types of Modification	Procedures
Oral Tests	Oral administration of the test by the instructor, peers or others to permit the student to complete similar requirements
Shortened Test	Reduce the number of test items on a test
Levels of Questions	Use different levels of questions (abstract-concrete) for different students
Frequency of Tests	Give short written or verbal quizzes on a daily or weekly basis to assess the student's progress
Length of Time for Completion	Increase the amount of time a student has to complete the measure to allow for slower writing, reading and comprehension
Types of Responses	Provide for short answer or simple marking of the correct response by the student
Verbal Review of Material	Instead of testing, ask the student to relate knowledge to the instructor, paraprofessional, peer or resource teacher
Peer Tutoring	Permit the student to learn from peers, who often present materials more clearly than the instructor
Development of Instructional Materials	Have the student develop a packet of materials to show knowledge and understanding of the unit's content
Checklists	Use developmental checklists to show the progress of the student
Class Interaction	Assess the student's participation in discussion which indicates mastery of content
Course Projects	Have the student demonstrate progress towards the objects of the course through production of a project

E. What Information Is Available To Assist The VAC In Grading Handicapped Students?

Traditional grading methods, such as letter grades, compare a student's achievement with others and often determine that a certain number of students will fail. Traditional grades of A, B and C do not indicate the competencies a student has or has not acquired nor do they accurately describe the student's accomplishments. For the handicapped student, traditional grading methods may lead to poor performance or failure even though the student may be learning. Therefore, alternative methods of grading may be appropriate and written into the student's IEP.

Competency-based grading more accurately describes the skills a student has acquired based on how that skill is performed in the world of work. Checklists and contracts are examples of competency-based documents that can be used to determine grades and can be reflective of the student's performance.

The competency-based documents can be sent to parents or employers in lieu of a grade or along with a grade. Many instructors and administrators are beginning to feel that this type of information provides better documentation of a student's achievement.

F. How Can The VAC Assure That Students Meet Graduation Requirements?

Long range planning for each handicapped student assures that the course work to be taken by the individuals will lead to a diploma and not a certificate of attendance. The coordination of each annual IEP with the long range plan will provide the student with assurance of the necessary credits to graduate. The local education agency policy concerning graduation requirements must be taken into consideration when writing the long range plan.

Resources for Goal 3

1. Form: Special Services 4-5 Year High School Plan
2. Life Centered Career Education Competencies and Subcompetencies

SPECIAL SERVICES
4-5 YEAR HIGH SCHOOL PLAN

Student _____ Date _____ Program (LD, ENH, etc) _____

I. ACADENIC (Brief outline of classroom performance - from classroom teacher or case manager)

II. VOCATIONAL (Interests, present skills, aptitudes, strengths & weakness - from vocational evaluation)

III. SOCIAL/BEHAVIORAL (Description of any behavioral problems, etc, - from case manager, evaluation results)

IV. RECOMMENDATIONS (Specific classes, tutoring time, length of high school program, etc - from all involved)

V. LONG RANGE GOAL (Outcome from high school, i.e., employment, prep for college or other training, sheltered workshop - from team)

VI. PERSONS DEVELOPING PLAN

Name (Names & dates of people involved)	Name (signatures not necessary)

REGISTRATION WORKSHEET		STUDENT _____		
	Credit	Classes	Credit	Classes
First Year				
Second Year				
Third Year				
Fourth Year				
Fifth Year				

Source: Individual Vocational Education Plan, North Dakota State Board for Vocational Education, Bismarck, North Dakota.

TABLE 1. Life Centered Career Education Competencies and Subcompetencies

Curriculum Area	Competency	Subcompetencies							
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures	3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay taxes			
	2. Selecting, Managing, and Maintaining a Home	8. Select adequate housing	7. Maintain a home	8. Use basic appliances and tools	9. Maintain home exterior				
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene	12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment				
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)	16. Prepare for raising children (psychological care)	17. Practice family safety in the home				
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals	20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food		
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing	26. Perform simple mending	27. Purchase clothing				
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government	30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law		
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources	36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations		
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation	42. Drive a car					
	10. Achieving Self Awareness	43. Attain a sense of body	44. Identify interests and abilities	45. Identify emotions	46. Identify needs	47. Understand the physical self			
Personal Social Skills	11. Acquiring Self Confidence	48. Express feelings of worth	49. Tell how others see him/her	50. Accept praise	51. Accept criticism	52. Develop confidence in self			
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance	54. Know proper behavior in public places	55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles			
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships	60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships				
	14. Achieving Independence	62. Understand impact of behavior upon others	63. Understand self organization	64. Develop goal seeking behavior	65. Strive toward self actualization				
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals	68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice			
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals	73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication			
	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work	78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information		
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests	84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices			
Occupational Guidance & Preparation	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others	89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety	
	20. Exhibiting Sufficient Physical Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity	96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination				
	21. Obtaining a Specific Occupational Skill								
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99. Apply for a job	100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment			

Additional Resources

- Resource: Instructional Management Plan for Cooperative Vocational Education Programs
- Source: Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
- Resource: Cooperative Industrial Education Training Plans
- Source: Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
- Resource: Life Centered Education: A Competency Based Approach, Donn Brolin
- Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
- Resource: From School to Work: A Cooperative Education Book, Joseph Littrell
- Source: The Goodheart-Willcox Company, Inc.
123 West Taft Drive
South Holland, IL 60473
- Resource: Vocational Adjustment of Special Needs Students: A Handbook for Coordinators, Marilyn R. Kok and Linda H. Parrish (book)
- Source: Texas A & M University
The Vocational Special Needs Program
College Station, TX 77843
- Resource: Prevocational Education: A Resource Guide, Debra A. Neubart and Juliana M. Taymans (book)
- Source: The Maryland Vocational Curriculum
Research and Development Center
J. M. Patterson Building
College Park, MD 20742
- Resource: Handbook for Developing Competency-Based Training Programs, William E. Blank (book)
- Source: Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632
- Resource: Coordination Techniques for Cooperative Work Experience Programs, Jim Burrow, Roger Ditzenberger and Raymond Morley
Module 13: Vocational Student Organizations
Module 14: Vocational Assessment
- Source: Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435

References

- Missouri Department of Elementary and Secondary Education. (1980). *Handbook for classification and accreditation of public school districts in Missouri*. Jefferson City, MO: Author.
- Missouri State Board of Education. (1984). *Reaching for excellence: An action plan for education reform in Missouri*. Jefferson City, MO: Author.
- U. S. Department of Health, Education and Welfare. (1980). *Resurge '79: Manual for identifying and serving the disadvantaged and handicapped under the vocational education amendments of 1976*. Washington D. C.: U. S. Government Printing Office.

GOAL 4: Develop Training Sites and Implement On-The-Job Training

Overview

Developing training sites and implementing on-the-job training for a handicapped student presents the vocational adjustment coordinator (VAC) with a unique challenge. The VAC must spend part of the day in the community developing training sites and observing students and becomes a liaison between the school and community. In order to be effective, the VAC must have knowledge about public relations, the community, job requirements and the individual student.

The VAC is responsible for finding and developing training sites as well as matching the student to the appropriate site to maximize the possibility of success. After the student is at the training site the VAC's responsibilities do not end. The VAC must coordinate the classroom schedule with the training site schedule, develop a training plan and assess both the student's and employer's satisfaction with the on-the-job training.

A. How Can The VAC Determine Potential Training Sites?

When developing training sites the VAC must realize that he/she is selling a product: the handicapped worker, the Cooperative School Work Program and the school. As a salesperson the VAC must be: professional, well-groomed, attentive to employer's needs, self-confident, sold on the program, personable, willing to listen, and knowledgeable of the program (Kok and Parrish, 1983). Once the VAC has mastered these skills, the problem becomes one of locating training sites. Kok and Parrish (1983) have identified the following ways of finding potential training sites:

- Referral System - getting names of prospective employers from other people including employers who have already trained students;
- Center of Influence - being sent by someone the employer sees as influential or who the employer knows well;
- Nest Prospecting - speaking about the program to a group of people who have common interests such as service clubs and the Chamber of Commerce;
- Advertising - using newspapers, radio, TV and other local media to gain interest in the program;
- Contacting Past Employers - seeing if they have any jobs available themselves or if they know of any employers who do;
- Sales Associate - getting help to do the legwork involved with prospective employers;
- Cold Canvassing - going door-to-door or using some kind of printed survey; and
- Observation - keeping alert to possibilities during everyday activities.

B. How Does The VAC Develop A Training Site?

Once a potential training site has been targeted the first step in developing that site is to meet the employer. The VAC may introduce himself/herself or use an introduction from someone else. Ernest and Ashum (1973) list the following six ways to get that needed introduction:

- In-person Introduction - the VAC needs a contact who will take the VAC personally to the prospective employer;
- Letter of Commendation - the VAC asks a satisfied employer to write such a letter and uses it with any prospective employer;
- Letter of Introduction - this has more specific uses than a letter of commendation, since it is written specifically from one employer to another;
- Telephone Introduction - for this an employer need only pick up his or her telephone and introduce the VAC;
- Card of Introduction - this method requires that an employer simply jot a note on the back of the VAC's business card; and
- Telephone Commendation - rather than asking the employer to do anything, the VAC asks if he/she can mention the employer's name when setting up an interview.

After obtaining an appointment for an interview with a prospective employer, the next step is to outline the points to be covered in the interview. Kok and Parrish (1983) list the following components of an interview:

- identify the employer's needs;
- get an agreement on those needs;
- show how the Cooperative School Work Program meets the employer's needs;
- discuss the additional benefits to the employer;
- complete a job analysis, if appropriate, during the initial interview; and
- close with a commitment from the employer.

C. How Is A Job Analysis Conducted?

A job analysis is the process of obtaining the information regarding all the tasks required of the worker throughout the work shift. The analysis involves two steps: interviewing the job supervisor and observing the worker. When conducting a task analysis the following areas should be considered:

- communication and basic education skills;
- socialization skills;
- specific job requirements;
- environmental/building conditions; and
- job related skills.

All of the tasks involved from the moment of entrance into the place of business until the worker exits the place of business, including breaks and lunch, should be analyzed in the process of interviewing the job supervisor and observing the worker on the job. Tasks that are not required on a daily basis, such as obtaining first aid, going to the restroom and using coin-operated refreshment machines should be included (Adams, 1977). Examples of a Job Analysis Form are included in the resource section.

D. How Are Students Matched To The Training Sites?

After several training sites have been developed and a job analysis conducted for each site, the VAC must begin the process of matching a student to a particular site. First, the student's abilities and interests as indicated in the IEP should be reviewed. The VAC must then take the student's abilities and interest and match them to the most appropriate training site. Care must be taken not to try to change the student to match the training site. However, the training site may be modified, with employer consent, to match the particular site to the student. Areas that should be given careful consideration when matching a student with the training site are:

- transportation needs;
- school and work scheduling;
- acquisition of basic academic skills;
- level of communication skills;
- level of social skills;
- acquisition of entry level skills; and
- physical abilities and building accessibility.

E. How Does The VAC Coordinate The Classroom Schedule With The Training Site Schedule?

Cooperation and communication are the keys to coordinating classroom and training site schedules. The goals, objectives and personnel responsibilities have all been outlined in the IEP. Therefore, scheduling is a matter of coordination of programs so that the student is able to meet the goals and objectives set by the IEP. This coordination can be obtained if the VAC is able to maintain cooperation and keep communication lines open with all personnel concerned. The following are ways to facilitate scheduling:

- work together with the counselor, employer and other teachers when devising a schedule;
- determine aspects of the schedule that are flexible and ones that are not flexible;
- realize that individualized programming can lead to increased flexibility;
- determine the rules and regulations of the school, so that the proposed schedule adheres to them;
- re-evaluate the schedule often to make sure it is effective; and
- remain flexible when the schedule is thrown off.

F. How Does The VAC Develop A Training Plan?

A good training plan coordinates the goals and objectives of the Individualized Education Program (IEP) and Individualized Written Rehabilitation Program (IWRP) into a single working plan. It outlines the duties and responsibilities of the employer, LEA, student and parents. It is used by the VAC, employer and student to make sure that everyone is working together, understanding their roles and fulfilling their individual responsibilities. This delineation of roles can be a productive tool in implementing a training site experience for the handicapped student.

The development of a training plan for a student requires that the student's vocational objectives are determined and that the vocational competencies necessary to meet these objectives are identified. The training plan aids the VAC in planning classroom instruction that is relevant to the work site. Through the training plan, the employer also becomes more aware of the student's occupational goals and is encouraged to provide appropriate work activities and on-the-job instruction. The VAC may also use the training plan as a means of evaluating the student's progress on the job in relation to the student's progress in the classroom. The training plan benefits all three participants in the cooperative venture: student, employer and VAC. Through the training plan, the student is:

- brought face to face with the problem of determining a specific occupational objective;
- made aware of the types of activities engaged on a particular job;
- made aware of exactly how his/her performance will be evaluated;
- provided with a listing and tentative schedule of the planned learning experiences for his/her on-the-job training; and
- provided with a record of his/her progress through these learning experiences.

The employer also benefits from the training plan. The plan allows the employer to:

- be aware of exactly what is expected as a training station sponsor;
- determine pay and promotion for the student (if applicable);
- provide input into the student's progress and abilities;
- produce a better trained, more productive trainee faster; and
- use the guidelines for training other employees.

The training plan benefits the VAC in that it:

- provides information on the types of skills and knowledge necessary for various occupations;
- aids the student in mastering the competencies relevant to the job;
- assists the student in identifying or refining his/her career objectives;

- allows the VAC to schedule the student through various job activities to provide a wide range of learning experiences;
- provides for a specific evaluation of the student for the job experiences listed on the training plan; and
- determines the effectiveness of the training station.

The use of a training plan can also be an effective public relations tool. Local education agency (LEA) personnel and the general public can see exactly what the Cooperative School Work Program involves and the skills developed by the students. The training plan can aid in justifying the program to LEA personnel as well as providing a record of the tangible results achieved by the Cooperative School Work Program. The training plan should contain several basic elements:

- job competencies;
- related classroom instruction;
- tentative starting dates; and
- schedule of VAC visitations.

A sample training plan has been included in the resources for this section.

G. How Can The VAC Assess Students' And Employers' Satisfaction With On-The-Job Training And Facilitate Training Site Retention?

Assessment of satisfaction is essentially a monitoring procedure designed to provide on-going information about the student. The VAC must be involved in developing follow-up practices such as:

- establishing a communication network with both the student and the employer. In the initial stages of the training, both parties may need to be visited and/or phoned on a fairly regular basis. For some students, this may be daily or merely once or twice a week. Also, employers may need encouragement to call about any problems or confusion. Regular visitations and telephone contact is a major key in monitoring student/employer satisfaction. It allows the VAC to intervene, if necessary, before a situation escalates to a crisis;
- observing and evaluating the student in the work environment with specific consideration to:
 - a. competencies
 - b. personal appearance
 - c. tardiness
 - d. absenteeism
 - e. ability to get along with co-workers
 - f. ability to get along with supervisor
 - g. quality and quantity of work production;
- sharing the evaluation with the student and the employer;
- encouraging student self-evaluation in the areas mentioned above. The evaluation made by the VAC should be compared to the student's self-evaluation. Similarities and differences in the evaluation should be discussed and a plan, if necessary, to eliminate weak areas formulated; and
- encouraging formal/informal employer evaluation based on previously discussed criteria. Opportunities for discussion between student and employer should be encouraged.

It is important to remember that a major obstacle for students adjusting to employment is a breakdown in communications between the employer and the employee. Help prevent that breakdown by **carefully** monitoring the process!

If the assessment activities indicate employer or employee dissatisfaction, the following steps are suggested:

- Step 1: Identify the potential barriers to retention. For example, it may be a situation where the student requires additional training or a work site modification.
- Step 2: Identify possible solutions to the problem.
- Step 3: Evaluate the options based on predicted outcomes.
- Step 4: Select the best alternative in light of the problem.
- Step 5: Implement the option, plan or resource.
- Step 6: Evaluate the situation. Keep certain questions in mind. Is the student more satisfied, more productive as a result of the specific intervention? Is the employer? Are additional modifications necessary?

Forms that can help facilitate this communication have been included in the resources for this section.

Resources for Goal 4

1. Form: Employment Evaluation Questionnaire Job Analysis
2. Form: Job Analysis (short form)
3. Form: Cooperative Training Plan
4. Form: Employee Progress Report
5. Form: Coordinator's Evaluation Form
6. Form: Employer Six-Week Evaluation
7. Form: Employer's Rating Sheet
8. Form: Work Adjustment Inventory
9. Form: Concordia R-II Work Agreement

EMPLOYMENT EVALUATION QUESTIONNAIRE
JOB ANALYSIS

Job Title _____

Tasks Involved in Job
(Clock-in, Organize Work Station, etc.)

Performance Standard
(Speed/Accuracy)

Tools/Materials

1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		
11. _____		
12. _____		
13. ~~99~~ _____		
14. _____		100

PROFILE OF GENERAL JOB REQUIREMENTS

List along top of page the name of each job. Note by a check (✓) the job requirements that pertain to each job.

	Jobs																			
Job Requirements																				
Age Requirement (18)																				
Education Requirement (H. S. Diploma)																				
Full-time Emp. Only																				
Orientation Program																				
Application Test(s)																				
Physical Requirement																				
Telephone Skills																				
Isolated Work Area																				
Special Licenses																				
Problem-Solving																				
Formation & Use of Concepts																				
Multiple Discriminations																				

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[illegible]

REQUIREMENTS FOR SPECIFIC JOBS

100% involvement = 4	50% involvement = 2
75% involvement = 3	25% involvement = 1

[illegible]

JOB ANALYSIS (Short Form)

Codes: PHYSICAL DEMANDS _____
WORKING CONDITIONS _____
SPECIFIC VOC. PREP. _____

EMPLOYER: _____

INDUSTRY: _____

ADDRESS: _____

CONTACT: _____

CITY: _____

TELEPHONE: _____

JOB TITLE: _____

DOT CODE: _____

SPECIFIC VOCATIONAL PREPARATION: _____

GED LEVEL: REASONING: _____
MATHEMATICAL: _____
LANGUAGE: _____

NUMBER EMPLOYED: _____

SALARY: _____

WORK HOURS: _____

SHIFT: _____

PHYSICAL ACTIVITIES

WORKING CONDITIONS

☐ lifting	☐ seeing
☐ carrying	☐ acuity
☐ pushing	☐ depth
☐ pulling	☐ perception
☐ climbing	☐ field of vision
☐ balancing	☐ accommodation
☐ stooping	☐ color vision
☐ kneeling	☐ running
☐ crouching	☐ standing
☐ crawling	☐ sitting
☐ reaching	☐ turning
☐ handling	☐ throwing
☐ fingering	☐ working speed
☐ feeling	☐ other _____
☐ talking	
☐ hearing	

☐ inside	☐ dust
☐ outside	☐ adequate-inadequate
☐ hot	☐ ventilation
☐ cold	☐ electrical hazards
☐ wet	☐ mech. hazards
☐ humid	☐ cramped quarters
☐ dry	☐ adequate light
☐ noise	☐ moving objects
☐ vibration	☐ high places
☐ hazards	☐ explosives
☐ fumes	☐ exposure to burns
☐ odors	☐ working alone
☐ toxic	☐ working with others
☐ conditions	☐ working around
	☐ others

WORKING ATMOSPHERE:

REMARKS AND COMMENTS:

SOURCE: Diversified Occupations Program, Fargo Public Schools, Fargo, ND.

PERSONAL AND ACADEMIC REQUIREMENTS

Reading:

☐ much	☐ little	☐ none
☐ addresses	☐ directions	☐ maps
☐ sales orders	☐ inventory slip	☐ road signs
☐ gauges	☐ Cash register	☐ guest check
☐ other	☐ receipt	

Writing:

☐ much	☐ little	☐ none
☐ addresses	☐ forms	☐ sales order
☐ records	☐ information or	☐ guest check
☐ other	☐ notes for others	

Arithmetic:

Type: ☐ much	☐ little	☐ none
☐ addition	☐ subtraction	☐ multiplication
☐ division	☐ read and record	☐ read numbers-not
☐ temperature	☐ numbers	☐ copy
☐ other		

Handle Money:

☐ Yes	☐ no
☐ operate cash register	
☐ make change	
☐ other	

Speaking:

☐ to customers	☐ other employees	☐ supervisor
☐ give messages	☐ answers telephone	☐ must respond orally
☐ other		

Listens:

☐ takes orders from supervisor
☐ records orders given
☐ takes orders over telephone or intercom
☐ other

REMARKS AND COMMENTS:

COOPERATIVE TRAINING PLAN

Trainee _____ Social Sec. No. _____ Date _____

Training Station _____ Supervisor _____

Approvals:

Student _____ Employer _____

Parent _____ Coordinator _____

A balanced training program should be followed in order to provide the student with the skills, knowledge, and attitudes pertinent to the occupation in which (s)he is being trained. A schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school as follows:

In-School Instruction

Occupational Experience

Week	1st Quarter	Week
1 _____	1	_____
2 _____	2	_____
3 _____	3	_____
4 _____	4	_____
5 _____	5	_____
6 _____	6	_____
7 _____	7	_____
8 _____	8	_____
9 _____	9	_____

In-Service Instruction

Occupational Experience

Week	2nd Quarter	Week
1 _____	1	_____
2 _____	2	_____
3 _____	3	_____
4 _____	4	_____
5 _____	5	_____
6 _____	6	_____
7 _____	7	_____
8 _____	8	_____
9 _____	9	_____

Week

1	_____

2	_____

3	_____

4	_____

5	_____

6	_____

7	_____

8	_____

9	_____

3rd Quarter

Week

1	_____

2	_____

3	_____

4	_____

5	_____

6	_____

7	_____

8	_____

9	_____

Week

1	_____

2	_____

3	_____

4	_____

5	_____

6	_____

7	_____

8	_____

9	_____

4th Quarter

Week

1	_____

2	_____

3	_____

4	_____

5	_____

6	_____

7	_____

8	_____

9	_____

SPRINGFIELD PUBLIC SCHOOLS: DIVISION OF VOCATIONAL REHABILITATION
COOPERATIVE VOCATIONAL REHABILITATION - SPECIAL EDUCATION WORK STUDY PROGRAM

EMPLOYEE PROGRESS REPORT

FROM _____ TO _____

STUDENT EMPLOYEE _____

DATE _____

EMPLOYER/WORK STATION _____

	YES	SOMETIMES	NO	COMMENTS
BEGINS WORK ON TIME				
ATTENDS TO TASK				
GETS ALONG WELL WITH OTHER EMPLOYEES				
RESPONDS POSITIVELY TO CRITICISM				
FOLLOWS DIRECTIONS				
DRESSES APPROPRIATELY				
GOOD PERSONAL HYGIENE				
FINISHES WORK				
ASKS FOR HELP WHEN NECESSARY				
COURTEOUS TO CUSTOMERS				
WORKS WITHOUT CONSTANT DIRECTION				
GETS ALONG WELL WITH SUPERVISOR				
GOOD ATTENDANCE AND PUNCTUALITY				
COMPLETES WORK IN AN APPROPRIATE TIME FRAME				

GRADE (Circle One)

SUGGESTIONS: _____

- A - Excellent
- B - Superior
- C - Average
- D - Below average
- F - Failure

EMPLOYER _____

EMPLOYEE _____

Coordinator's Evaluation Form

Student's Name: _____

School: _____

Attendance Period: _____

Social Security Number: _____

Place of Employment: _____

Supervisor: _____

I. Attendance (Hours worked per day)

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

S	M	T	W	T	F	S	Total

Week of _____

II. To be completed by work supervisor.

Progress Report	Excellent	Satisfactory	Average	Needs Counseling
Punctuality				
Work Attitude				
Job Performance				
Quality of Work				
Willingness to Learn				
Follows Instructions				
Shows Initiative				
Accepts Correction				
Relation with Others				
Personal Appearance				

III. Comments _____

IV. Signatures:

Student's Signature

Coordinator

Employer Six-Week Evaluation

STUDENT _____
 COMPANY _____

DATE _____
 RATED BY _____

DIRECTIONS: Appraise Student Employee's Performance on the job by placing a check (✓) in the most appropriate square. You are urged to use the "REMARKS" sections for qualifying comments.

1. APPEARANCE: Neat, Clean, Groomed appropriately for Job Situation.	Not Acceptable ()	Fair ()	Average ()	Very Good ()	Excellent ()
Remarks:					
2. ATTITUDE: Willingness to work, eagerness to learn, energetic, etc.	Not Acceptable ()	Fair ()	Average ()	Very Good ()	Excellent ()
Remarks:					
3. COOPERATIVENESS: Gets along with fellow employees and supervisor.	Not Acceptable ()	Fair ()	Average ()	Very Good ()	Excellent ()
Remarks:					
4. JOB SKILLS: Quality of Work: Thoroughness, neatness and accuracy of work.	Not Acceptable ()	Fair ()	Average ()	Very Good ()	Excellent ()
Remarks:					
5. VOLUME OF WORK: Performs tasks rapidly, Budgets time wisely, keeps busy, etc.	Not Acceptable ()	Fair ()	Average ()	Very Good ()	Excellent ()
Remarks:					
6. DEPENDABILITY: Reports to work on time. Gives reasonable notice when unable to report.	Not Acceptable ()	Fair ()	Average ()	Very Good ()	Excellent ()
Remarks:					

The person rating this student-employee is asked to make comments regarding areas in which the student needs improvement or instruction and guidance by his or her teacher/coordinator:

Employer would like to talk to Teacher/Coordinator immediately concerning this student employee: yes () no ()

Employer's Rating Sheet

Training Station _____

Name of Student/Trainee _____

School _____ Date _____

I. Work

A. Knowledge of Job

- ☐ Exceptional
- ☐ Good
- ☐ Average
- ☐ Poor

B. Quality of Work Accomplished

- ☐ Exceptional
- ☐ Good
- ☐ Average
- ☐ Poor

C. Amount of Work Accomplished

- ☐ More than usual
- ☐ Usual amount
- ☐ Less than usual

D. Industry (how hard person works)

- ☐ Above average
- ☐ Average
- ☐ Less than average

E. Amount of Supervision Required

- ☐ Less than average
- ☐ Average
- ☐ More than average

F. Interest (liking for job)

- ☐ Enthusiastic
- ☐ Interested
- ☐ Indifferent
- ☐ Dislikes

II. The Student

A. Initiative

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor

B. Judgment

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor

C. Appearance

- ☐ Excellent
- ☐ Good
- ☐ Average
- ☐ Poor

D. Maintaining of pleasant human relations

- ☐ Above average
- ☐ Average
- ☐ Below average

E. Attitude toward criticism

- ☐ Welcomes criticism
- ☐ Rejects criticism

F. Results of Criticism

- ☐ Rapid improvement
- ☐ Average improvement
- ☐ Slow improvement
- ☐ No improvement

Comments: _____

Signature of Employer

Thank you,

Coordinator

Work Adjustment Inventory

Name of Student: _____

Please rate each student from (1) to (5) in each category using the following criteria:

- | | |
|------------------------------|-------------------|
| (1) Needs Special Counseling | (4) Above Average |
| (2) Below Average | (5) Excelling |
| (3) Average | |

Give your honest opinion as this information will help us help each student in the area in which he needs it most.

(5)	(4)	(3)	(2)	(1)	
()	()	()	()	()	<i>I. Appearance</i>
()	()	()	()	()	A. Neatness
()	()	()	()	()	B. Appropriate Clothing
					C. Personal Cleanliness
					<i>II. Attitude</i>
()	()	()	()	()	A. On Time
()	()	()	()	()	B. Enthusiasm
()	()	()	()	()	C. Follows Instructions
()	()	()	()	()	D. Shows Initiative
()	()	()	()	()	E. Shows Ambition
()	()	()	()	()	F. Desire to Do Well
					<i>III. Behavior</i>
()	()	()	()	()	A. Courteous
()	()	()	()	()	B. Uses Time Wisely
()	()	()	()	()	C. Attitude Toward Fellow Students
()	()	()	()	()	D. Honest
()	()	()	()	()	E. Trustworthy
					<i>IV. Social Behavior</i>
()	()	()	()	()	A. Controls Temper
()	()	()	()	()	B. Friendly
()	()	()	()	()	C. Consideration for Others
()	()	()	()	()	D. Able to Mix with Others
()	()	()	()	()	E. Indicates responsibility
()	()	()	()	()	F. Able to carry on intelligent conversation

Other Comments: _____

Signed: _____
Employer

Student

Date: _____

Work Agreement

Employee _____ Date _____

Employer _____

This form is to be completed by the high school vocational adjustment coordinator and signed by the employer and employee. It is not to be considered a binding contract and can be revised by the VAC and the employer and employee at any time.

1. Job Description _____

2. Beginning Date _____ 3. Termination Date _____
4. Conditions of termination: If job termination comes prior to stated termination date and is initiated by:
 - A. Employer
 - (1) Two weeks notice must be given the employee and VAC,
 - (2) A conference with the VAC, employee, and the employer prior to termination, and
 - (3) Reasonable causes for termination will become a part of employee's work record.
 - B. Employee
 - (1) Two weeks notice must be given the employer and VAC,
 - (2) A conference with the VAC, employer, and employee prior to termination,
 - (3) Reasonable causes for termination will become a part of employee's work record, and
 - (4) Employee must have consent of VAC.
5. Starting Salary _____ 6. Length of employment _____
prior to change of salary _____
7. Fringe Benefits (list) _____

8. Minimum Hours/Week* _____
9. Maximum Hours/Week* _____

*Minimum and Maximum hours/week can be altered with extenuating circumstances for no more than one week without the knowledge and consent of the VAC. If they must be altered for a period longer than 1 week, this form should be revised. The minimum hours per week should be, where possible, scheduled during the employee's release time from school.

Source: Concordia R-II School District, Concordia, Missouri.

10. Scheduled pay period _____

11. The employer agrees to participate in formal and informal evaluations of the employee no less than one time/month. Employer will also provide for employee records an exact statement of earnings, deductions, and hours worked at the end of each pay period.

12. I have read and am in agreement with the conditions of employment at this time.

Employer _____

Employee _____

VAC _____ Date _____

Additional Resources

- Resource: Cooperative Industrial Education Training Plans
Source: Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
- Resource: A Guide to Job Analysis: A "How To" Publication for Occupational Analysis
Source: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751
- Resource: Guide for Occupational Exploration
Source: U.S. Government Printing Office
Washington, DC 20066
- Resource: The Skill of Career Placement, Richard Pierce, Mikal Cohen, William Anthony, Barry F. Cohen, and Theodore Friel
Source: University Park Press
300 North Charles Street
Baltimore, MD 21201
- Resource: Coordination Techniques for Cooperative Work Experience Programs, Jim Burrow, Roger Ditzenberger and Raymond Morley
Module 3: Obtaining Training Stations
Module 4: Placement Procedures and Counseling Students for Job Applications
Module 5: Training Plans
Module 6: Student Orientation for On-The-Job Training
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-The-Job Training
Module 8: Developing and Implementing Training Plans
Module 9: Evaluating On-The-Job Training
Source: Burgess Publishing Company
7108 Ohms Lane
Minneapolis, MN 55435
- Resource: Vocational Diagnosis and Job Placement of the Mentally Handicapped, Sara Munger, Earl Seiler, and James Altman
Source: RPM Press
Verndale, MN 56481

References

- Adams, E. (1977). *Project kit implementation handbook: A guide for the establishment of a vocational training system*. Austin, TX: Rehabilitation Commission.
- Ernest, J., & Ashmun, R. (1973). *Salesmanship fundamentals*. New York: McGraw-Hill.
- Kok, M. R., & Parrish, L. H. (1983). *Vocational adjustment of special needs students: A handbook for coordinators*. College Station, TX: Texas A & M University, The Vocational Special Needs Program.

GOAL 5: Interface With The Vocational Rehabilitation Counselor

Overview

Cooperation and coordination of services are important when working with handicapped students who are involved in the transition from school to work. Handicapped students may need additional services that the local education agency (LEA) cannot provide or may need services beyond the age limit of the LEA. The Division of Vocational Rehabilitation (DVR) may provide the additional services through the Cooperative School Work Program. The vocational adjustment coordinator (VAC) and the vocational rehabilitation counselor (VRC) are intricate components in the implementation of the Cooperative School Work Agreement. The VAC and VRC must work together to create a successful Cooperative School Work Program. If they do, the result will be gainful employment by the handicapped student.

Goal 5 provides information on how the VAC and the VRC can more effectively coordinate services that facilitate the transition of the handicapped student from school to work. When and how a student is referred to DVR is discussed as well as the relationship of the Individualized Education Program (IEP) and the Individualized Written Rehabilitation Plan (IWRP). Also the responsibilities of the VAC and the VRC for job placement and follow-up are presented.

A. How Do The VAC And The VRC Coordinate Services As Outlined In The Cooperative School Work Agreement?

It is important that the VAC and VRC coordinate all the services a student will receive and eliminate any duplication of effort. By coordinating services the VAC and VRC can enhance the chances for success of the student within the Cooperative School Work Program.

When coordinating services it is important for the VRC to:

- appraise and determine eligibility of the student;
- consult with the local education agency (LEA) on training arrangements within the school;
- provide the Division of Vocational Rehabilitation (DVR) services when the LEA is unable to provide such services;
- evaluate the student's school records as they pertain to the rehabilitation services;
- initiate or participate in joint conferences with the VAC and LEA staff in screening applications and providing services;
- contact the parent(s) if necessary;
- approve all DVR expenditures;
- initiate an Individual Written Rehabilitation Program (IWRP);
- maintain individual case records;
- participate in the planning and development of the Individualized Education Plan (IEP);
- coordinate the IEP with the IWRP; and
- assist in job placement.

The VAC's responsibilities in the coordination of services are:

- initiate a student's referral for DVR services and provide the necessary information;
- provide the VRC with information on training arrangements within the LEA;
- inform the VRC what services are needed that the LEA cannot provide;
- provide the necessary records as they pertain to a student's determination of eligibility for a rehabilitation program;
- initiate and participate in joint conferences with the VRC and other LEA staff in screening applications and providing services;
- contact the parent(s) when necessary;
- participate in the planning and development of the IEP and assist the VRC in coordinating the IWRP;
- secure training sites and supervise on-the-job training; and
- maintain reports and records regarding individual student progress and provide them to the VRC.

B. When Should A Student Be Referred To DVR For Services?

When developing the IEP, the goals and objectives will determine if the Cooperative School Work Program is an appropriate program placement for the student. Once the IEP committee has made that decision, the student is referred to the Division of Vocational Rehabilitation (DVR). After receiving the referral, the VRC determines the eligibility status of the student. The student must be determined eligible for DVR services before he/she can be placed in the Cooperative School Work Program. This process usually takes between one and two months if the student has no general medical problems. Therefore, it is necessary for the IEP committee to plan ahead for involvement by DVR.

C. How Is A Student Referred To DVR And What Information Is Needed?

As soon as the IEP committee has determined that a student should be referred to the Division of Vocational Rehabilitation (DVR), the VAC should make the referral. The local VRC and VAC may determine if the referral is formal or informal.

After a referral has been received the VRC will initiate the following activities:

- interview the student to determine if DVR services would be appropriate;
- request current psychological tests from the local education agency (LEA);
- schedule a general medical examination;
- request a copy of the IEP indicating the vocational objective is participation in the Cooperative School Work Program; and
- request an Assurance Of Compliance Form signed by an authorized representative of the LEA (see Resource for Goal 5).

If a parent attended the meeting when the decision was made to refer the student to DVR, the VAC may obtain a release of information to DVR that has been signed by the parent before releasing any school records. If there is not a release in the file the VAC may want to obtain one.

D. What Is An IWRP And Its Relationship To The IEP?

The Vocational Rehabilitation Act of 1973, P.L. 93-112, mandates that all eligible vocational rehabilitation clients have an Individualized Written Rehabilitation Program (IWRP). Finnerty-Fried and Ianacone (1984) list the U.S. Department of Education regulations regarding the purposes of an IWRP:

- formalize case planning and management by setting forth intermediate rehabilitation objectives and employment goals;
- specify the means and time frames for achieving the intermediate objectives and goals;
- involve the client in the planning and development of the IWRP; and
- protect the client's rights.

They also indicate that in 1979 the U.S. Congress mandated the following be included in the IWRP:

- a statement of long-range rehabilitation goals for the individual and intermediate rehabilitation objectives related to the attainment of such goals;
- a statement of the specific vocational rehabilitation services to be provided;
- the projected date for the initiation and the anticipated duration of each such service; and
- objective criteria and an evaluation procedure and schedule for determining whether such objectives and goals are being achieved.

Once a student has been referred to the Division of Vocational Rehabilitation (DVR) and is eligible for services, the VRC should become an active member of the IEP committee. Inclusion of the VRC will facilitate the coordination of services as specified by the IEP and the IWRP. Also, a smooth transition of services will occur when the responsibility for the student switches from the LEA to DVR (North Dakota Political Subdivision Region V, 1982).

The following table shows how the components of the IEP and the IWRP are similar and that coordination of the two should be an easy process for both the VAC and the VRC (Finnerty-Fried and Ianacone, 1984).

IEP	IWRP
Statement of the student's present levels of educational performance	Not included
Statement of annual goals for the student	Statement of long-range rehabilitation goals for the individual
Short-term instructional objectives	Intermediate rehabilitation objectives
Projected dates for initiation of services and the anticipated duration of the services	Same as the IEP
Objective criteria and evaluation procedures for determining whether such objectives and goals are being met	Same as the IEP

E. What Are The VAC's And The VRC's Responsibilities In Job Placement And Follow-up?

The vocational adjustment coordinator (VAC) and the vocational rehabilitation counselor (VRC) are both responsible for job placement and follow-up. Since students involved in the Cooperative School Work Program are still enrolled in school, the VAC has the primary responsibility for development of training sites and student supervision. Once the student leaves the school setting, the VRC would take over responsibility of assisting the student with job placement and follow-up.

Resources for Goal 5

1. Form: Individualized Written Rehabilitation Program
2. Form: Sample IWRP From Work-Study Program
3. Form: IWRP Closure
4. Form: Assurance of Compliance
5. Form: Client Case Record
6. Form: General Medical Examination Record
7. Form: Springfield Public Schools-Missouri Vocational Rehabilitation Referral

Division of Vocational Rehabilitation
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Individualized Written Rehabilitation Program

IWRP NUMBER and TYPE

_____ ☐ EE ☐ I ☐ A ☐ S

Date _____

Office _____

1. ☐ It has been established that the above named individual has a disability which constitutes or results in a substantial handicap to employment. A period of extended evaluation is necessary to determine if there is a reasonable expectation that the individual can benefit in terms of employability from Vocational Rehabilitation services.
- ☐ In accordance with the Rehabilitation Act of 1973 as amended, the above named individual meets the basic eligibility requirement for Vocational Rehabilitation services, as this individual has a disability which results in a substantial handicap to employment and can reasonably be expected to benefit in terms of employability from Vocational Rehabilitation Services.
2. Vocational Goal: *(Job Title)*

DOT Number:

Anticipated Date of Employability:
3. Intermediate Objectives:

Anticipated Date of Completion:
4. Services to be Provided by Vocational Rehabilitation:



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM

NAME:

ELIGIBILITY:

- ☐ It has been established that this individual has a disability which constitutes or results in a substantial handicap to employment. A period of extended evaluation is necessary to determine if there is a reasonable expectation that the individual can benefit in terms of employability from Vocational Rehabilitation Services.
- ☐ In accordance with the Rehabilitation Act of 1973 as amended, this individual meets the basic eligibility requirement for Vocational Rehabilitation services, as this individual has a disability which results in a substantial handicap to employment and can reasonably be expected to benefit in terms of employability from Vocational Rehabilitation Services.
- ☐ Eligibility previously established.

CLIENT RESPONSIBILITIES:

The items checked have been discussed with client and a copy will be attached to this plan

- | | | | | |
|--|-------------------------------------|---|---|---|
| ☐ Not Applicable | ☐ College | ☐ Maintenance | ☐ Physical Restoration | ☐ Supported Employment |
| ☐ Extended Evaluation | ☐ Vocational | ☐ Transportation | ☐ Tools/Equipment | ☐ Chemical Dependency |

CLIENT PARTICIPATION AND VIEWS:

- I have participated in the development of my "Individualized Written Rehabilitation Program," I accept it, and understand that it may be subject to change or termination on the basis of changing circumstances and new information.
- I request that services be provided to me by the vendor(s) listed.
- I understand that continued services are based upon my satisfactory progress and compliance with assigned responsibilities.
- I understand my copy of this program and copies of the "Client Responsibilities" indicated will be furnished to me if this program is approved.
- I have been advised of the availability of assistance from the Client Assistance Program.
- I understand that if I am dissatisfied with any part of my program, I have appeal rights within the Division of Vocational Rehabilitation and that I may receive additional help concerning my dissatisfaction with the program by contacting:
Missouri Protection and Advocacy Services
211 B Metro Drive
Jefferson City, MO 65109
Telephone: 1-800-392-8667
- My views regarding the goal, objectives and services planned are:

SIGNATURE OF CLIENT, PARENT OR GUARDIAN

DATE

INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM

112-a



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM (CLOSURE)

IWRP NUMBER
DATE
OFFICE

I. BASIS FOR CLOSURE

A. REHABILITATED ☐

EMPLOYER	DATE OF EMPLOYMENT
	WEEKLY EARNINGS
	POSITION
	WORK STATUS

B. OTHER ☐ 086 ☐ 28 ☐ 30
REASON FOR CLOSURE

2. CLIENT'S VIEWS CONCERNING CLOSURE

3. POST-EMPLOYMENT SERVICES EXPLAINED TO CLIENT. ☐ YES ☐ NOT APPLICABLE
(LIST THOSE SERVICES PLANNED)

4. ANNUAL REVIEW EXPLAINED TO CLIENT. ☐ YES ☐ NOT APPLICABLE

I HAVE RECEIVED A COPY OF THE PAMPHLET, "YOU AND VOCATIONAL REHABILITATION", WHICH EXPLAINS MY RIGHTS IN THE EVENT OF ANY DISSATISFACTION.

DATE

CLIENT, PARENT OR GUARDIAN

FOR AGENCY USE ONLY

DATE (EV)	DATE (CR)
COUNSELOR	SUPERVISOR

130

ASSURANCE OF COMPLIANCE

with

Special Education Regulations for Participation

in the

Vocational Rehabilitation Cooperative School/Work Program

I hereby assure the Division of Vocational Rehabilitation,
of Elementary and Secondary Education, that pertaining to

(Name of Student)

1. A current and adequate multidisciplinary assessment is on file;
2. An Individualized Educational Program (IEP) has been developed for the above named student by the local educational agency in accordance with regulations of the Division of Special Education;
3. The secondary special education/vocational education programs have been applied and reasonably modified to meet the needs of the above named student, in accordance with the State Special Education Law; and
4. The parents have been advised of due process and the more restrictive environment of the Vocational Rehabilitation option.

To the best of my knowledge, the above statements are true and correct.

Signed: _____

(Authorized Representative)

(Name of School District)

(Address of School District)

(Date)



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL REHABILITATION
CLIENT CASE RECORD

OFFICE CODE 1	COUNSELOR CODE 2	CASE NUMBER Once assigned this number cannot be changed 3	LAST NAME 4			FIRST 5	INITIAL 6
ADDRESS: NUMBER AND STREET 7			TELEPHONE 8				
CITY 9			STATE 10	ZIP CODE 11	COUNTY 12	COUNTY CODE 13	
REFERRAL SOURCE 14			REFERRAL SOURCE CODE 15		REFERRAL DATE MONTH DAY YEAR 16		
AGE 17	DATE OF BIRTH MONTH DAY YEAR 18		SEX M F 19	SOCIAL SECURITY NUMBER 20		IF CHILD OR WIDOW(ER) W/E SOC. SEC. NO. 21	
DISABILITY CODE 22		DISABILITY DESCRIPTION 23			DATE DISABILITY BEGAN MONTH YEAR 24		
					PREVIOUS CLOSURE NO 25 26 27-30 28		

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APPLICATION FOR VOCATIONAL REHABILITATION SERVICES				MEDICAL HISTORY			
I hereby request Vocational Rehabilitation services. I also grant Vocational Rehabilitation the right to release and utilize information relative to my case in any way it deems necessary to further my rehabilitation. I have been provided a copy of the agency publication, "You and Vocational Rehabilitation" and it has been discussed with me. This publication contains information on the manner in which Vocational Rehabilitation services may be provided and my rights as an applicant.				TREATMENT RECEIVED (WHEN & WHERE) 29			
				SOURCE OF MEDICAL INFORMATION 30			
				MEDICATIONS 31			
SIGNATURE OF APPLICANT 32				CURRENT LIMITATIONS (CLIENT'S STATEMENT) 33			
APPLICATION DATE MONTH DAY YEAR 34							
FAMILY AND SOCIAL HISTORY							
MARITAL STATUS 21	NO. OF DEPENDENTS 22	TOTAL NO. IN FAMILY 23	HISPANIC ORIGIN 24	RACE 25			
NAME OF SPOUSE (IF MARRIED) 35							
CONTACT PERSONS							
1. NAME 36				ADDRESS 37			
ADDRESS 38				VOCATIONAL SCHOOL ☐ YES ☐ NO			
TELEPHONE 39				NAME OF SCHOOL 40			
2. NAME 41				ADDRESS 42			
ADDRESS 43				COURSE TAKEN 44			
TELEPHONE 45				DATES ATTENDED _____ TO _____ 46			

PUBLIC SUPPORT		SPECIAL PROGRAMS		WORK HISTORY			
MONTHLY AMOUNT 27 ☐ NONE 28 ☐ SSI AGED 29 ☐ SSI DISABLED 30 ☐ AFDC 31 ☐ GA 32 ☐ SSDI 33 ☐ VET. DISABLED 34 ☐ OTHER DISABLED 35 ☐ OTHER PUBLIC 36 ☐ NONE 37 ☐ SD 38 ☐ PWI 39 ☐ COOP 40 ☐ VET 41 ☐ 1 42 ☐ 2 43 ☐ 3		44 ☐ PRIMARY SOURCE OF SUPPORT 45 ☐ MONTHLY INCOME 46 ☐ TYPE OF INSTITUTION		47 ☐ LAST DATE WORKED MONTH YEAR 48 ☐ NO. OF JOBS LAST 3 YEARS 49 ☐ NO. MONTHS LONGEST JOB HELD			
				50 ☐ HOURS WORKED 51 ☐ WORK STATUS 52 ☐ WEEKLY EARNINGS			
				1. EMPLOYER JOB DUTIES BEG. DATE END DATE REASON FOR LEAVING WAGE			
				2. EMPLOYER JOB DUTIES BEG. DATE END DATE REASON FOR LEAVING WAGE			
				3. EMPLOYER JOB DUTIES BEG. DATE END DATE REASON FOR LEAVING WAGE			
VOCATIONAL CHOICES 1 _____ 2 _____ 3 _____ 4 _____				COMMENTS _____ _____ _____			
				DATA ENTRY AND INITIAL MONTH DAY YEAR INITIAL			
COMMENTS AND OBSERVATIONS _____							
NEXT ACTION _____ _____							
COUNSELOR'S SIGNATURE				DATE			

MISSOURI
DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
DIVISION OF VOCATIONAL REHABILITATION

Form 90 9-40-523
9/78

GENERAL MEDICAL EXAMINATION RECORD

This record is
confidential

Please return to:

SECTION I - (To be filled out by Rehabilitation Agency)

(Last name) (First name) (Middle name) (Age) (Race) M ___ F ___ S ___ M ___ W ___ D ___ Sep. _____

(Home address: Street and Number or R.F.D.) (City) (County) (State)

Last time hospitalized: Reason _____ Name of hospital _____
Approximate date _____ Location of hospital _____
Last visit to physician: Reason _____ Name of doctor _____
Approximate date _____ Address of doctor _____

SECTION II. PHYSICAL EXAMINATION - (To be filled out by physician)

PRESENT ILLNESS

PAST HISTORY

PHYSICAL FINDINGS

If items require additional description,
please record on extra sheet

Items checked (✓) were examined and found normal.
Deviations from normal are noted.

HEIGHT (without shoes) _____ feet _____ inches. WEIGHT (without clothing) _____ pounds.

EYES: Right _____ Left _____
(ptosis; discharge; corneal scar; pterygium; cataract; trachoma; Fundi; Intraocular tension)

Distance vision. Without glasses _____ Rt. 20/_____ Lt. 20/_____ With glasses _____ Rt. 20/_____ Lt. 20/_____

In recording distant vision consider 20 feet as normal and report all vision as fraction, with 20 feet as numerator and smallest type as denominator.

EARS - HEARING (Ordinary conversation)

Right _____ Left _____
(20 feet) (20 feet)

(Consider denominators here indicated as normal. Record as numerators the greatest distance heard)

Right _____ Left _____
(Evidence of middle ear or mastoid disease. Condition of drums, normal, absent, perforated, dull, retracted. Discharge)

NOSE _____
(Obstruction. Evidence of chronic sinus infection, polypi, perforated septum, etc.)

MOUTH _____
(Missing teeth, pyorrhea, abnormality of tongue or palate)

THROAT _____
(Tonsils normal, enlarged, removed)

NECK _____
(Thyroid enlargement, cervical nodes)

LUNGS: Right _____ Left _____
(If history or physical findings indicate active or arrested tuberculosis, a chest X-ray and sputum examination should be recommended)

CIRCULATORY SYSTEM:

HEART

BLOOD PRESSURE Systolic _____ PULSE RATE _____ DYSPNEA _____ CYANOSIS _____
Diastolic _____EDEMA _____ EVIDENCE OF ARTERIOSCLEROSIS _____
(Site) _____ABDOMEN _____
(Scars, masses, palpable liver, palpable spleen)HERNIA _____
(Type: Inguinal, ventral, femoral, etc. Right, left bilateral)GENITO-URINARY _____
and _____
(Urethral discharge, varicocele, hydrocele, scars, Epididymitis, Enlargement of testicle)GYNECOLOGICAL _____
(Prolapse, cystocele, rectocele, Cervix)ANO-RECTAL _____
(Hemorrhoids, prolapse, fissures, fistula, Prostate)NERVOUS SYSTEM _____
(Paralysis, Sensation, Speech, Gait, Reflexes, pupillary, knee, Babinski, Romberg)_____
(Memory, Peculiar ideas or behavior, Spirits: Elated, depressed, normal)_____
(Neurological or psychiatric abnormalities should be described on separate sheet)

SKIN _____

FEET _____ VARICOSE VEINS _____
(Weak feet, Congenital or traumatic abnormalities) (Site)

ORTHOPEDIC IMPAIRMENTS (Describe) _____

LABORATORY:

Urinalysis

Date _____ Sugar _____

Sp. gr. _____ Micro _____

Reaction _____ Albumen _____

DISABILITIES: Major _____

(Diagnosis) Minor _____

Can either disability be removed or substantially reduced by treatment ☐ Yes ☐ No If so, which one ☐ Major ☐ Minor

RECOMMENDATIONS:

☐ Consultation with specialist (specify field) _____☐ Refraction ☐ X-ray of chest _____☐ Other diagnostic procedures (specify) _____

Treatment indicated: _____

Types of activity to be avoided: _____

Working conditions to be avoided: _____

Remarks: _____

In your opinion, what are possibilities that person can be gainfully employed? _____

(Physician)

(Date)

(Address)

DATE _____

BEHAVIORAL COMPONENTS: Check if Applicable

- [] Poor attitude.
- [] Poor attendance.
- [] Tardiness.
- [] Rejects authority.
- [] Lacks self discipline.
- [] Lacks initiative.
- [] Does not follow directions.
- [] Dresses inappropriately.
- [] Cannot accept criticism.
- [] Does not listen.
- [] Does not respect the rights of others.
- [] Poor peer relationships.
- [] Inappropriate social behavior.

COMMENTS: _____

REFERRED BY: _____
(Signature)

Additional Resources

Resource: Solving Problems Through Cooperation, Jan M. Baxter

Source: Exceptional Children, 1982, Volume 48 (5), pages 400-407

References

- Finnerty-Fried, P., & Ianacone, R. N. (1984) *Vocational rehabilitation in employment training*. Columbus, OH: Ohio State University, The National Center for Research in Vocational Education.
- North Dakota Political Subdivision Region V (1982). *Interagency cooperative agreement*. Fargo, ND: Author.

Glossary

Assurance of Compliance - A signed confirmation that the local education agency (LEA) has fulfilled certain obligations of the cooperative agreement. These obligations include: a current and adequate multi-disciplinary assessment on file, an IEP, documentation that special education/vocational education programs have been applied and reasonably modified in accordance with state special education laws and a document that the parents have been advised of due process and the more restrictive environment of the DVR option.

Cooperative School Work Agreement - A written agreement between a local education agency (LEA) and the Division of Vocational Rehabilitation (DVR) so DVR may encumber funds for services that are not readily available to the student by the LEA.

Division of Special Education - A division of the Department of Elementary and Secondary Education to assist local education agencies (LEAs) in providing specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. Special education also includes specially designed vocational education and other related services.

Division of Vocational Rehabilitation (DVR) - A division of the Missouri Department of Elementary and Secondary Education designed to help mentally and physically disabled individuals obtain employment.

Individualized Education Program (IEP) - A written statement for each handicapped child developed in any meeting by (a) a representative of the local education agency (LEA) or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, (b) the teacher, (c) the parents or guardian of such child, and (d) whenever appropriate, such child. The statement shall include: (a) a statement of the present levels of educational performance of such child; (b) a statement of annual goals, including short term instructional objectives; (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs; (d) the projected date for initiation and anticipated duration of such services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Individualized Written Rehabilitation Program (IWRP) - A rehabilitation plan to formalize case management and planning by setting forth intermediate rehabilitation objectives and employment goals. The development of an IWRP is required for all eligible DVR clients.

Job Analysis - A listing of the sequential performance steps or processes of a job or task together with safety measures, technical information and procedures concerned with its accomplishment. The analysis usually includes tools, machines and materials used in completing the job or task.

Least Restrictive Environment - An educational placement that is determined individually for each exceptional child, the placement being as close as possible to the regular class setting. This concept recognizes that handicapped children have a wide range of educational needs for which a variety of placements are required.

Local Education Agency (LEA) - A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision of a state or any other public educational institution or agency having administrative control and direction of a vocational education program.

Off-Campus Activities - School directed and supervised learning experiences which cannot be readily provided within a regular school setting, but which can be made available through assignment to an off-campus location under a cooperative arrangement with business, industry or other institutions.

On-The-Job Training - A school supervised program that provides experiences in a work environment to help students, through part-time employment, acquire the necessary human relations skills, work attitudes and common knowledge required for successful employment.

State Plan - An agreement between a State Board for Education and the U.S. Office of Education describing (a) the education program developed by the state to meet its own purposes and conditions, and (b) the conditions under which the state will use federal education funds (such conditions must conform to the federal acts and the official policies of the U.S. Office of Education before programs may be reimbursed from federal funds).

Training Plan - A written signed statement that outlines the contributions to be provided by the vocational instruction and the employment experiences.

Vocational Adjustment Coordinator (VAC) - A position in the local education agency (LEA) created by the Cooperative School Work Agreement to serve as a link between the handicapped student, Department of Vocational Rehabilitation (DVR), LEA and community.

Vocational Objective - An objective in the IEP that specifically relates to the vocational training of the handicapped student.

Vocational Rehabilitation Counselor (VRC) - A person assigned by the Department of Vocational Rehabilitation (DVR) to work with the local education agency (LEA) and the vocational adjustment coordinator (VAC) in the implementation of a vocationally oriented program.

Vocational Resource Educator (VRE) - The VRE is a model developed in Missouri to facilitate the mainstreaming requirements of serving handicapped students in vocational education programs. As the title indicates, the VRE is a resource person to the vocational educator as well as other school personnel, especially special education instructors. The VRE's major responsibilities include assisting in appropriate placement of students in regular vocational programs, providing resources and assistance to the vocational instructor, assisting in the placement of students in the world of work, providing in-service training and general support counseling to students and parents.

Appendices

COOPERATIVE SCHOOL-WORK PROGRAM

SCHOOL DISTRICTS IN COOP. PROGRAM
1984 - 85 School Year

Revised 2/01/85

143 School Districts +
8
151 Total (2 inactive)

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>CAPE GIRARDEAU</u>	Cape Girardeau #63	1	Tonya Fambro	Dixie Eifert
Joe Anders, Supervisor	Caruthersville	1	Ron Parker	Johnny Young
	Perryville (Perry Co. #32)	1	Tom Berkbigler	Marcia Gross
	Sikeston R-VI	1	Larry Allen	Jean Whitson
<u>CHILLICOTHE</u>	Bethany (South Harrison R-II)	1	William Mayers	Karen Long
Jerry Fowler, Supervisor	Hamilton R-II	1	Jerry Fowler	Sueann Fisher
<u>FARMINGTON</u>	Bismarck R-V	1	Michael Burch	Cliff Horton
Danny Alcorn, Supervisor	Bonne Terre (North St. Francois Co. R-I)	1	Michael Burch	Patricia Burch
	Farmington R-VII	1	Michael Burch	Robert Hager
	Flat River (Central School District R-III)	1	Michael Burch	Gary St. Gemme
	Potosi R-III	1	Michael Stricklin	Randy McMahon

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>HANNIBAL</u>	Bowling Green R-I	1	Ellen Turgeon	Annice Allensworth
Earl Wilson, Supervisor	Hannibal #60	1	Floyd Shearer	Ronnie Ferrel
	Kirksville R-III	1	Curtis Day	Joshua Shoop
	Lancaster (Schuyler R-I)	1	Curtis Day	Mariam Tlach
	Louisiana R-II	1	Ellen Turgeon	John Stanforth
	Monroe City R-I	1	Ellen Turgeon	Jan Vansickle
	Palmyra R-I	1	Floyd Shearer	Virginia Carlstead
	Shelbina (Shelby Co. R-IV)	1	Curtis Day	Sharon Buckman
<u>INDEPENDENCE</u>	Belton #124	1	Wallace Keene	Melody Hoeppner
Larry Vilmer, Supervisor	Blue Springs R-IV	1	Doris Hickerson	Joyce Vinson
	Cleveland (Cass Co.-Midway R-I)	1	Wallace Keene	Robert McCarl
	Grain Valley R-V	1	William Grogan	Dorene Peel
	Harrisonville R-IX	1	Wallace Keene	Bob Moles
Operation Independence	Independence #30	2	Doris Hickerson	Joyce White Pat McGinn
	Independence (Fort Osage R-I)	1	William Grogan	Les Lang Mary Del Black Susan Edwards (Spec.Ed.& LD)
	Kansas City #33 (Van Horn)	1	Doris Hickerson	John Chiarello
	Lee's Summit R-VII	1	Doris Hickerson	Bill Beam
	Oak Grove R-VI	1	William Grogan	Jennie Hosch
	Peculiar (Raymore-Peculiar R-II)	1	Wallace Keene	Connie Singleton
	Pleasant Hill R-III	1	Wallace Keene	Kenny Powell

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>JEFFERSON CITY</u>	Ashland (Southern Boone Co. R-I)	1	Walter Maupin	Rick Lewis
Dwayne Huffine, Supervisor	California (Moniteau Co. R-I)	1	James Terrill	Alice Ash
Lloyd Haworth, Assistant Supervisor	Camdenton R-III	1	Robert Riley	Ted Houx
	Columbia #93 (Rock Bridge) (Hickman)	2	Barbara Dieffenbach	Carol Holland Mary Hunter
	Eldon R-I	1	Robert Riley	Mary Concannon
	Fayette R-III	1	Jerry Watson	Dale Lang
	Fulton #58	1	Steve Lutz	Anna Galbreath
	Hermann R-I	1	Janet Wyse	Deann Els
	Jefferson City	1	Debbie Payne	Edie Maddox Dale Branson Beulahre Dixon Janice Burlison
	Jefferson City Blair Oaks (Cole Co. R-II - Wardsville)	1	Janet Wyse	Cheryl Hebbitt
	Kingdom City (North Callaway R-I)	1	Steve Lutz	Bonnie Anderson
	Lake Ozark (Miller Co. R-II -- School of the Osage)	1	Robert Riley	Sylvia Treasure
	Mexico #59	1	Bill Browning	Bernie Rothrock
	Moberly	1	Jerry Watson	Andrea Spears
	Mokane (South Callaway R-II)	1	Steve Lutz	Dr. Russell Hardesty
	New Bloomfield (Callaway Co. R-III)	1	Steve Lutz	Suzanne Wilson
	Owensville R-II	1	Janet Wyse	Cathy Lohmeyer
	Tipton (Moniteau Co. R-VI)	1	James Terrill	Grace Ciolli
	Westphalia (Osage Co. R-III)	1	Janet Wyse	Mary Ann Johnson

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>JOPLIN</u>	Anderson (McDonald Co. R-I)	1	Anthony Logan	Karen Crouse
C. J. Mathis, Supervisor	Carl Junction R-I	1	Francis Huibsch	Debbie Abrams
	Carthage R-IX	1	Kenneth Roberts	Rita Geller
	Jasper R-IX	1	Kenneth Roberts	Martha Condon
	Joplin R-VIII	2	Anthony Logan	Konnie Coffee
	Lamar R-I	1	Kenneth Roberts	Bonnie O'Neil
	Liberal R-II	1	Kenneth Roberts	Terrri Collins
	Monett R-I	1	Teresa Robbins	Jim Dick
	Neosho R-V	1	Anthony Logan	Rayma Ireland
	Wheaton R-III	1	Teresa Robbins	Linda Casady

KANSAS CITY DOWNTOWN

Fred Taylor, Supervisor

Kansas City #33

8

Marvin Dozier

Central	Paseo
Delano*	Van Horn
East	Northeast
Lincoln	Westport

John Chiarello
Judith Williams
Barbara Johnson

*School for the Handicapped

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>KANSAS CITY NORTH</u>	Excelsior Springs #40	2	Debbie Keenan	Carol Snyder
John Brown, Supervisor	Kansas City (Park Hill R-V)	1	Debbie Keenan	Kathy Loepp
	Kearney R-I	1	Debbie Keenan	Joyce Arnold
	Lawson R-XIV	1	Debbie Keenan	Nancy Wood
	Liberty #53	1	Debbie Keenan	Kelly Deare
	North Kansas City #74	3	Debbie Keenan	Martha Romero
	Platte Valley Special Education Coop. Dearborn (North Platte R-I) Platte City (Platte Co. R-III) Smithville (Smithville R-II) Weston (West Platte R-II)	8	Debbie Keenan	Judy Plumberg
	Richmond R-XVI	1	Debbie Keenan	Jim Robinson
<u>KANSAS CITY SOUTH</u>	Grandview C-4	1	Kathy Karch	David Headen
Don Livasy, Supervisor	Kansas City #33	2	Kathy Karch	Barbara Johnson Judith Williams
	Kansas City (Center #58)	1	Kathy Karch	Myra Griffall
	Kansas City (Hickman Mills C-1) (Ruskin High)	2	Kathy Karch	Diane Knowles Roy Beers
	Raytown C-2	2	Kathy Karch	Katie Bondurant
<u>NEVADA</u>	Nevada R-V	1	Harold Northcutt	Carol Norris
15() Harold Northcutt, Supervisor				

1984 - 1985 School Year

Page 6.

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>OLIVETTE</u> John Normile, Supervisor	Town & Country (Special School District, St. Louis County)	23	Francis J. Reiss Theresa Schulte	Irene White Dennis Taylor Ralph Koenig Debbie Sutherland Virginia Moore Barbara Druckenmueller Kathy Cravens Marty Rulo Kaye Schmidt Linda Holliday Marguerite Doolittle Leon Burke
			Director:	
<u>POPLAR BLUFF</u> Bob Winchester, Supervisor	Bernie R-XIII	1	Jay Jackson	Kenneth Sandusky
	Dexter R-XI	1	Jay Jackson	Joe Nichols
	Kennett #39	1	Horace Morris	Fonda Stark
	Piedmont (Clearwater R-I)	1	Ralph Owen	Dan Cashion
	Poplar Bluff R-I	1	John Jamison	Cal Nations

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>ROLLA</u>	Belle (Maries Co. R-II) <u>INACTIVE</u>	1	Lindell Gray	Candance Lindsey
Duane Rogers, Supervisor	Bourbon R-I (Crawford Co. R-I)	1	Sam Walls	Keith Heady
	Bunker R-III	1	Wilton Painter	Darlene Sue Hayes
	Cabool R-IV	1	Lyman Trachsler	Alice Walker
	Crocker (Pulaski R-II) <u>INACTIVE</u>	1	Lindell Gray	
	Cuba (Crawford Co. R-II)	1	Sam Walls	Tom Nesselhoff
	Dixon R-I	1	Lindell Gray	William Harrison
	Houston R-I	1	Lyman Trachsler	Rhonda Perkins
	Newburg R-II	1	Lyman Trachsler	Carla Risner
	Richland (Pulaski Co. R-IV)	1	Lindell Gray	Karen Fall
	Rolla #31	1	Wilton Painter	Maudline Hensley
	St. James R-I	1	Lyman Trachsler	Beth Carney
	Sullivan (Franklin Co. C-2)	1	Sam Walls	Ruby Manning
	Summersville R-II	1	Lyman Trachsler	Mark Hampton
	Vienna (Maries Co. R-I)	1	Lindell Gray	Denise Kliethermes
	Waynesville R-VI	1	Lindell Gray	Bill Tollstrup

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>ST. CHARLES</u>	St. Charles	2	Edward Goodberlet	Carl Allrich
Louis Wyrach, Supervisor	St. Charles (Francis Howell R-III)	1	Edward Goodberlet	Ronald Williams
<u>ST. JOSEPH</u>	Maryville R-II	1	Robert Smith	Mike Thompson
Stanton Frazier, Supervisor	Platte Valley Special Education Coop.	8	Dyann Coutts	
James Pawlowski, Assistant Supervisor	DeKalb (DeKalb R-IV) Faucett (Mid-Buchanan R-V) Gower (East Buchanan C-1) Plattsburg (Plattsburg R-III)			Judy Plumberg
	Rock Port R-II	1	Charles Kimberlin	Sue Harmon
	St. Joseph Benton Central Lafayette	3	Dyann Coutts	Imogene Shepard (B) Jack Roades (C) John Adams (L)
<u>ST. LOUIS NORTH</u>	St. Louis City	11	Ruth Robinson	
Alice Geary, Supervisor	Northwest High Soldan High			Leland Barber
Otis Pitts, Assistant Supervisor	Roosevelt High Sumner High			Don Shipp
	Central High Cleveland High			Sylvester Smith
	McKinley High Vashon High			James E. McCollum
	O'Fallon Technical School Southwest High Beaumont High			Eva Crawford

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VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>ST. LOUIS SOUTH</u>	Arnold (Fox C-6)	1	Alan Michel	Robert Ramaesiri
Richard Presberry, Supervisor	De Soto #73	1	Alan Michel	Van Fowler
	Festus R-VI	1	Alan Michel	Charles Bowles
Joe Harned, Assistant Supervisor	Herculaneum (Dunklin Co. R-V)	1	Alan Michel	Jane Spurlock
	Hillsboro R-III	1	Alan Michel	Chris Burch
	House Springs (Northwest Jefferson Co. R-I)	1	Alan Michel	Al Haushalter
	Imperial (Windsor C-1)	1	Alan Michel	Pete Zickfield
	New Haven	1	Alan Michel	Dale Helling
	Pacific (Meramec Valley R-III)	1	Alan Michel	Randy George
	St. Clair R-XIII	1	Alan Michel	Mel Hughes
	Union R-XI	1	Alan Michel	John Devos
	Washington	1	Alan Michel	Timothy Meyer

VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>SEDALIA</u>	Boonville R-I	1	Dan Ikerd	Beverly Lewis
Ted Cox, Supervisor	Centerview (Johnson Co. R-VII)	1	Jon Smith	Yale Turnim
	Clinton	1	George Gibbs	Clinton Saunders
	Concordia R-II	1	Michael Schrader	Katie Merritt
	Higginsville (Lafayette Co. C-1)	1	Michael Schrader	Alice Ledbetter
	Holden R-III	1	Jon Smith	Marilyn Wisehart
	Knob Noster	1	Jon Smith	Michael Larsen
	Leeton R-X	1	Jon Smith	Julie Eide
	Lexington R-V	1	Michael Schrader	Bill Duncan
	Marshall	1	Dan Ikerd	Sidney Ehrhardt
	Odessa R-VII	1	Michael Schrader	Jean Burtchell
	Sedalia #200	1	George Gibbs	Jessie Baker
	Smithton R-VI	1	Michael Lala	Dara Strobe
	Sweet Springs R-VII	1	Dan Ikerd	Juanita Welch
	Versailles (Morgan Co. R-II)	1	Rodney Pierce	Bill Ball
	Warrensburg R-VI	1	Jon Smith	Jean Baldwin
	Warsaw R-IX	1	Michael Lala	Virginia Mellen

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VOCATIONAL REHABILITATION DISTRICT OFFICE	SCHOOL DISTRICTS IN COOP PROGRAM	SCHOOLS SERVED	VOCATIONAL REHABILITATION COUNSELOR	VAC - SPECIAL EDUCATION TEACHER(S)
<u>SPRINGFIELD</u>	Aurora R-VIII	1	Wilbur Swearingin	Karen Smotherman
Edward McElwee, Supervisor	Ava R-I	1	George Sparks	Carl Streight
Dave Montgomery, Assistant Supervisor	Branson R-IV	1	Dean Blankenship	Pat Olson
	Hollister R-V	1	Dean Blankenship	Tricia Bobsin
	Lebanon R-III	1	Phillip Eldred	Ancell Atkins
	Marshfield R-I	1	Phillip Eldred	Kay Lawrence
	Mountain Grove R-III	1	George Sparks	Terry Collins
	Mt. Vernon R-V	1	Wilbur Swearingin	Marsha Hayward
	Ozark R-VI	1	Dean Blankenship	Dennis Edwards
	Republic R-III	1	Walter Peterson	Jane Smith
	Rogersville (Greene Co. R-VIII)	1	Walter Peterson	Elsie Hazell
	Springfield R-XII	5	Walter Peterson	Dale Burns
<u>WEST PLAINS</u>	Gainesville R-V	1	William Briscoe	Joe Cissna
Steve Wooderson, Supervisor	West Plains R-VII	1	Steve Wooderson	Kathy Arnold

SUPPORTED EMPLOYMENT

OVERVIEW

Supported employment is a concept which has been formulated as professionals in the field have explored service options for persons with severe handicaps. An outgrowth of research and demonstration projects has made it evident that persons with severe disabilities are willing and able to work. Secondary education programs providing community vocational training have also raised the employment expectations for parents and professionals. Another development that underlies the concept of supported employment is the emphasis on integration. Innovative educational practices advocate for services that provide children with severe handicaps opportunities to learn, work and play alongside peers who do not have handicaps. An extension of this concept for children has prompted the need for the same opportunities for adults with severe disabilities. These factors have been the foundation for federal legislation mandating supported employment options for adults with severe handicaps.

The Rehabilitation Act Amendments of 1986, P.L. 99-506, authorize state formula grant programs to assist states in developing and implementing collaborative programs to provide services to individuals who, because of the severity of their handicapping condition, would not be eligible for vocational rehabilitation services. The statutes defines "supported employment" as

'competitive work in an integrated work setting for individuals who, because of their handicap, need ongoing support services to perform that work.' (Fed. Reg. 1987)

In an attempt to provide for consistency in program implementation and interpretation of the federal law, the major components of supported employment were defined in the Rehabilitation Act Amendments. One essential aspect of supported employment which makes this service option significantly different from traditional services of sheltered workshops or day activity centers is that supported employment is competitive work. Competitive work is defined as "work that is performed on a full-time basis or on a part-time basis, averaging at least 20 hours per week, and for which an individual is compensated in accordance with the Fair Labor Standards Act". (Fed. Reg. 1987) The use of the Fair Labor Standards is to ensure that individuals with severe handicaps receive fair and competitive wages - not just "token" wages. Company benefits are also available to the supported worker.

Another distinct contrast between supported employment settings outlined in the law and traditional vocational services is the integration with others in regular workplaces. The federal regulations define "integrated work setting" by outlining three

types of job sites that provide integration of workers with and without handicaps. One kind of integrated work setting is one in which an individual worker with handicaps works with co-workers who are not handicapped. A second integrated work setting is a job site where a small group of not more than eight individuals with handicaps work with a majority of individuals without handicaps. A third permissible option is a job site where all co-workers are part of a small work group of not more than eight people, all of whom have handicaps. With this third case, regular contact with non-handicapped individuals in the immediate work setting must be arranged since there is no actual integration at the particular work setting. Contact with non-handicapped people can occur at restaurants, stores and on public transportation.

The third component of supported employment outlined in the Act is ongoing support service. Ongoing support service is continuous or periodic job skill training service provided at least twice monthly at the work site throughout the term of employment to enable the individual to perform the work. The term is intended to include support services provided away from the work site such as transportation, personal care services and counseling of family members, as well as skill training services the individual may need at the job site. To further clarify ongoing support services, a requirement of providing services at least twice monthly at the work site was intended to distinguish persons with severe handicaps who need supported employment from individuals with handicaps who are able to function independently.

With the Rehabilitation Act Amendment providing a framework for services to supported workers, models of employment have been developed to result in valued work outcomes for adults with severe handicaps. A variety of flexible employment models is presented to outline the available options to best fit the employment needs of adults with severe handicaps. The alternative service options from least to most restrictive are individual placement model, enclave model, mobile crew model and benchwork model.

The individual placement model, also referred to as supported jobs model, is characterized by an individual supported employer working at a community business. Support is provided at the work site by a non-profit community agency staff who contacts the employer negotiates the hours and benefits and provides training and support for the individual on the job site. Permanent and intermittent follow-along support is also provided to maintain the successful employment of the supported worker. Support begins as a continuous one-to-one training which is gradually reduced over a period of weeks or months. This model has proved successful with adults with mild and moderate mental retardation.

A second model of supported employment is the enclave model. An enclave is a group of not more than eight individuals with disabilities who work with non-handicapped workers in a business or industry. This model provides another alternative from competitive and sheltered employment by giving the support needed by the workers. While the benefits of integration and commensurate wages are maintained. This model has been proven effective for workers who experience learning or behavioral problems and require continuous supervision and extended training.

The mobile crew model is a service option for those individuals who need more supervision than can be provided by an enclave supervisor or whose behavior exceeds the tolerance of the typical host employer. A mobile crew is a group of individuals who work from a van spending its work days performing service jobs in the community. A non-profit agency sets up a single purpose small business, develops the community work contracts, provides the transportation, equipment and supervision of workers. Janitorial work and grounds keeping have proven to be the mainstay for profitable contractual businesses. Workers of a mobile crew must be flexible to the variety of community settings and work tasks required during their work week. Workers with moderate, severe and profound levels of mental retardation, sensory limitations, physical handicaps and behavioral problems have been successfully employed using this model.

The benchwork or small business model is the approach most similar to a sheltered workshop but it must be structured differently to meet the size and integration requirements of supported employment. Set us as a small, single purpose, not-for-profit business, companies using the benchwork model procure contractual work or subcontracts to provide paid work for not more than eight individuals with handicaps. With the benchwork model, businesses located in their own workplace the selection of the work place site is critical to meet the integration standards of supported employment. A site near stores and restaurants provides the opportunity for integration during breaks, lunch and before and after work. The bench work model is designed to meet the needs of individuals who need more supervisory attention and structure than is provided in a work crew but should not be an option for persons with disabilities who require less support.

As the models for supported employment have been described, it becomes obvious this service option is quite different from traditional time limited rehabilitation. Traditional rehabilitation services are focused on prevocational preparation with services used to help persons with disabilities enter independent employment. Supported employment is very different in the delivery of services. Rather than seeing a need for readiness preparation for a job, this approach sees instead a need for support while the individual is working (Bellamy, Rhodes and Albin, 1986).

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- Bellamy, G.T., Rhodes, L.E., Mank, D.M. & Albin, J.M. (1988). Supported Employment: A Community Implementation Guide. Baltimore, MD: Paul H. Brookes Publishing Co.
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A. What Is the Referral Process to DVR for Supported Employment Services?

The referral process is similar to any referral for DVR services. The difference is that a Supported Employment Service Program (SESP) must be located for the student. The DVR counselor can help locate such a service, but it may mean the student must relocate. Supported Employment Service Providers are often adult agencies which have chosen to develop a supported work program.

The following steps are usually taken in the referral process:

- Client is referred to the Missouri Division of Vocational Rehabilitation (MDVR) from an individual or outside agency.
- Vocational Rehabilitation (VR) counselor (a) collects existing medical and psychological information pertinent to the client's rehabilitation process, (b) authorizes any additional services that are necessary including an updated general medical, and (c) consults with client's Department of Mental Health (DMH) case manager or other appropriate resources, if applicable.
- If the client appears to have supported employment potential and the referral is not made by a Supported Employment Service Provider (SESP) which has already included a Supported Employment Assessment (SEA), the VR counselor will purchase one.
- After the SEA has been received by the VR counselor, he/she then evaluates, determines and documents whether (a) the client's functioning level is high enough to proceed with traditional competitive VR services, (b) supported employment services appear appropriate, (c) the client's disability is too severe for supported employment but sheltered employment appears appropriate, or (d) the client's disability is "too severe" for any VR services and his/her case is closed.
- If supported employment services still appear appropriate, a staffing is set up by the VR counselor to include (a) himself/herself, (b) the referring agency, (c) the service provider, (d) the client's case manager, (e) the ongoing support provider, and (f) when appropriate, the client, the client's parent(s) or his/her guardian(s).

At that time, a group decision is made regarding whether:

- the client's functioning level is high enough to proceed with traditional competitive VR services;
- supported employment services appear appropriate;
- the client's disability is too severe for supported employment but sheltered employment appears appropriate; or
- the client's disability is too severe for any VR services and his/her case is closed.

All parties involved in the initial staffing should provide input into the Individualized Written Rehabilitation Program (IWRP).

B. How long does DVR pay for Supported Work Services?

In the resource section the "Supported Employment IWRP Addendum" clearly states that DVR can be involved for up to nine (9) months. At the end of that time, the Supported Employment Service Provider (SESP) has the responsibility to secure funds from other sources for the services the student/client needs to remain employed.

C. What are the Wage and Hour Guidelines for Supported Employment?

The U.S. Department of Labor, Wage and Hour Division, governs wage payments, fringe benefits and other standards. These regulations are very complex and not always uniform on a state-by-state basis.

The Fair Labor Standards Act (FLSA) regulates wage payments and record keeping procedures for workers with severe handicaps. When a worker performs substantially below the competitive production standards of a company it is possible to obtain a subminimum or commensurate wage certificate. In the past, there were five separate types of certificates which could be obtained depending upon different programs and different levels of workers productivity. However, this legislation has been amended. Certificates can now grant subminimum wage authority on an establishment basis; that is, one certificate will cover any number of subminimum wage earners in one company. The requirement of a "commensurate wage rate" is still in force. A commensurate wage rate is defined as the wage paid to a handicapped worker based upon individual productivity in proportion to the wages and productivity of nonhandicapped workers performing essentially the same work in the same geographic area. See the Resource section for a sample of the application form (WH-222) for the subminimum wage certificate.

D. Are there work-study Guidelines for State Schools?

Yes, the work-study guidelines for State Schools are different than the guidelines for local education agencies. A copy of the guidelines for State Schools can be found in the Resource section.

Resources For Supported Employment

1. Supported work IWRP Addendum
2. Work-Study Program Guidelines for State Schools
3. Wage and Hour Form WH-222

**SUPPORTED EMPLOYMENT IWRP ADDENDUM
FOR**

Client

Your Individualized Written Rehabilitation Program (IWRP) involves a Supported Employment Program. This program is intended to assist you in becoming employed by provision of services from:

Name of Supported Employment
Service Provider (SESP)

Address

The type of Supported Employment Program you will be involved in falls into one of the two categories listed below. The appropriate box has been checked to describe how your progress in the program will be monitored.

☐ Job Coach Model

Your program will involve the services of a job coach. The job coach will assist you in learning a job while you are working. As you learn your job, the job coach will be spending less time with you.

The Division of Vocational Rehabilitation will purchase the services of a job coach from the above SESP until you need a job coach for only 25% of the time or for as long as you continue to make satisfactory progress up to a maximum of nine (9) months, whichever occurs first. After that time, the above SESP has agreed to be responsible for securing funds from other sources for the services of the job coach and the long-term support that you may need to remain employed.

☐ Enclave, Mobile Crew or Benchwork Model

You will be involved in a group program. Guidelines have been established to help you obtain specific goals which will lead to successful employment. These goals have been explained to you.

The Division of Vocational Rehabilitation will purchase group training from the above SESP until you have reached those goals or for as long as you continue to make satisfactory progress up to a maximum of nine (9) months, whichever occurs first. After that time, the above SESP has agreed to be responsible for securing funds from other sources for the long-term support that you may need to remain employed.

Client, Parent or Guardian Date

VR Counselor Date

SESP Date

DMH Case Manager
(if applicable) Date

WORK STUDY PROGRAM GUIDELINES

The Division of Vocational Rehabilitation and
The Division of Special Education - Sections of
State Schools for Severely Handicapped and
Extended Employment Sheltered Workshops

Purpose

It has been demonstrated that students with severe handicaps need on the job training experiences as part of the school curriculum in order to make a smooth transition into meaningful employment after graduation. Work/study programs require the cooperative involvement of the Division of Vocational Rehabilitation, State Schools for Severely Handicapped, and Extended Employment Sheltered Workshops of the Department of Elementary and Secondary Education. Therefore certain procedures must be followed.

The purpose of these procedures is to outline the responsibilities of the two divisions within the Department of Elementary and Secondary Education and to insure compliance with all regulatory requirements by clarifying procedural guidelines.

Cooperation

I. STATE SCHOOLS

The State Schools for Severely Handicapped, a section of the Division of Special Education of the State Department of Elementary and Secondary Education agrees: When implementing a work/study training program at a Sheltered Workshop, the following procedures will be followed:

1. The classroom teacher will contact the Sheltered Workshop manager to determine the workshop's interest in participating.
2. If the workshop elects to participate in the training program, the classroom teacher will submit a Work/Study Training Proposal to the Assistant Superintendent for approval.
3. The Assistant Superintendent will notify the Director of Sheltered Workshops and the Director of Field Operations for Vocational Rehabilitation of the students approved for training.
4. After receiving approval for the training program, the classroom teacher will schedule an IEP Committee Meeting to discuss the training program. The Vocational Rehabilitation counselor and Sheltered Workshop manager are invited and encouraged to attend this meeting. The classroom teacher will refer the student to Vocational Rehabilitation for eligibility determination and workshop certification if the IEP Committee determines the student should participate in the program.
5. The classroom teacher will develop an assessment instrument for the job site and work with the Sheltered Workshop manager in completing

CLIENT REFERRAL PROCESS FOR THE PURPOSE OF SUPPORTED EMPLOYMENT:

1. Client is referred to the Missouri Division of Vocational Rehabilitation (MDVR) from an individual or outside agency.
2. Vocational Rehabilitation (VR) counselor (a) collects existing medical and psychological information pertinent to the client's rehabilitation process, (b) authorizes any additional services that are necessary including an updated general medical, and (c) consults with client's Department of Mental Health (DMH) case manager or other appropriate resources, if applicable.
3. If the client appears to have supported employment potential and the referral is not made by a SESP which has already included a Supported Employment Assessment (SEA), the VR counselor will purchase one.
4. After the SEA has been received by the VR counselor, he/she then evaluates, determines and documents whether (a) the client's functioning level is high enough to proceed with traditional competitive VR services, (b) supported employment services appear appropriate, (c) the client's disability is too severe for supported employment but sheltered employment appears appropriate, or (d) the client's disability is "too severe" for any VR services and his/her case is closed.
5. If supported employment services still appear appropriate, a staffing is set up by the VR counselor to include (a) himself/herself, (b) the referring agency, (c) the service provider, (d) the client's case manager, (e) the ongoing support provider, and (f) when appropriate, the client, the client's parent(s) or his/her guardian(s).

At that time, a group decision is made regarding whether:

1. the client's functioning level is high enough to proceed with traditional competitive VR services;
2. supported employment services appear appropriate;
3. the client's disability is too severe for supported employment but sheltered employment appears appropriate; or
4. the client's disability is too severe for any VR services and his/her case is closed.

All parties involved in the initial staffing should provide input into the Individualized Written Rehabilitation Program (IWRP).

evaluation of the student's strengths and weaknesses as demonstrated during the four week evaluation period. Arrangements for transportation for the training is the responsibility of the principal or his/her designee.

6. The classroom teacher will notify the Assistant Superintendent of the students' names and the date they start the work/study program.
7. The classroom teacher will keep a record of the number of hours each student spends at the Sheltered Workshop during the evaluation period. This record will be used for reimbursement of \$.35 per hour to the Sheltered Workshop. The principal will receive a statement of hours worked by the Sheltered Workshop and verify the figures before submitting them to the Business Manager of the State Schools.
8. At the end of the four week workshop evaluation, the classroom teacher will schedule an IEP Committee Meeting to discuss the results of the evaluation and future training needs of the student. The Vocational Rehabilitation counselor and Sheltered Workshop manager are invited and encouraged to attend this meeting.
9. If it is determined by the IEP Committee that the student needs training in the workshop setting, the classroom teacher will coordinate this on-site training with the Sheltered Workshop manager. Data will be collected to certify accomplishment of IEP objectives. State Schools will arrange transportation. The classroom teacher will convene the IEP Committee (including Vocational Rehabilitation counselor and Sheltered Workshop manager) as needed.
10. The classroom teacher will communicate with Vocational Rehabilitation, workshop manager and parents regarding the student's progress, training changes, etc.

When implementing a work/study training program on a competitive employment worksite, the following procedures are to be followed:

1. The classroom teacher will form a "community planning committee" comprised of a representative from the Sheltered Workshop, Vocational Rehabilitation, Senate Bill 40 Board, and others deemed appropriate. This committee will explore employment alternatives for severely handicapped adults in the community and work out a proposal for work/study training for students enrolled in the State Schools for Severely Handicapped.
2. Once the community planning committee has made a recommendation, the teacher will begin identifying students with potential for this type of employment and then refer the youngsters to Vocational Rehabilitation for eligibility determination.
3. The classroom teacher will submit the proposal to the Assistant Superintendent for approval.

4. The Assistant Superintendent will notify the Director of Field Operations for Vocational Rehabilitation of the students to be involved in the training.
5. After receiving approval for the training program, the classroom teacher will schedule an IEP Committee for each student to discuss the training program. The Vocational Rehabilitation counselor and worksite manager are invited and encouraged to attend this meeting.
6. The classroom teacher will coordinate the on-site training with the worksite manager. Data will be collected to certify accomplishment of IEP objectives. State Schools will arrange transportation. The classroom teacher will convene the IEP Committee (to include Vocational Rehabilitation counselor and worksite manager) as needed.

II. SHELTERED WORKSHOPS

This is not a mandatory program, but the Section of Extended Employment Sheltered Workshops Section of the Division of Special Education of the State Department of Elementary and Secondary Education does encourage cooperation and participation in local workshops in the Work/Study Program since many future employees will come from these programs. The Sheltered Workshop Section agrees to the following procedures for cooperative effort in the Work/Study Program:

1. Upon contact of the workshop by the State School classroom teacher or the principal, the workshop manager or the designated staff person shall determine the possible acceptance of the student(s) in the workshop.
2. If acceptable, a work/study plan will be developed by the State School, the Sheltered Workshop, and the Vocational Rehabilitation counselor.
3. Certification by the Vocational Rehabilitation counselor is necessary before the work/study program begins and will be requested.
4. The workshop manager and classroom teacher will mutually agree upon the amount of supervision required by the State Schools staff at the workshop.
5. Workshops will have no responsibility for transportation, unless there is a mutual agreement at the local level.
6. The workshop staff should emphasize the integration of the student into the total workshop atmosphere to include work, break periods, lunch, etc.
7. The State School may reimburse the workshop \$.35 per hour during the four-week evaluation time at the workshop. If the student's status changes, and the student becomes a full-time employee, normal U.S. Labor Standards will be observed. Training results

will be furnished to the State School.

8. A notice of a student's entrance into the workshop program will be sent to the Department of Elementary and Secondary Education, Sheltered Workshop Section, P. O. Box 480, Jefferson City, Missouri 65102. This person will not appear on the Attendance Report and Application for State Aid.

III. VOCATIONAL REHABILITATION

The Division of Vocational Rehabilitation of the State Department of Elementary and Secondary Education agrees to the following procedures:

1. The assigned Vocational Rehabilitation counselor will be available to serve as a participant in the development of the IEP and will coordinate the Individual Written Rehabilitation Program (IWRP) with the student's IEP to assure common objectives and goals.
2. Referral to Vocational Rehabilitation will be initiated by the staff of the State School. The school will provide copies of psychological and medical information available.
3. The assigned Vocational Rehabilitation counselor will collect the necessary data to determine eligibility for Vocational Rehabilitation services. Additional medical and/or psychological information needed for eligibility determination will be purchased by Vocational Rehabilitation.
4. The assigned Vocational Rehabilitation counselor will complete "Certification for Sheltered Employment" for all students prior to their being placed in Sheltered Workshop for evaluation and/or training.
5. The assigned Vocational Rehabilitation records will show this activity as training until the State School indicates the student has completed his/her educational program. After this date, the client will be classified "in employment" if still employed at the Sheltered Workshop.
6. The assigned Vocational Rehabilitation counselor is to advise State School and Sheltered Workshop of all activity in the processing of a case.
7. The students evaluated and considered for employment other than at the Sheltered Workshop will require Vocational Rehabilitation involvement to ensure appropriate certification and/or provide job counseling if needed.

INSTRUCTIONS

1. This application is to be used to apply for a subminimum wage certificate for a worker under the Fair Labor Standards Act, the Walsh-Healey Public Contracts Act and the Service Contract Act (SCA). If the worker will be employed on an SCA contract of more than \$2,500, attach a separate piece of paper to the application showing: name of the prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determination(s), type of service, and the government agency name and location where the service will be performed.
2. This report is authorized under section 14(c) of the Fair Labor Standards Act. While completion of this form is voluntary, authority to pay less than the applicable minimum wage **WILL NOT BE GRANTED** unless a properly completed application is submitted. Disability and medical information will be kept confidential.
3. Workers employed at less than the applicable minimum wage must be handicapped for the work they perform and must be paid commensurate wage rates. "Commensurate wage" means wages related to the worker's productivity. The wage rate requested on this application should be commensurate with that paid experienced nonhandicapped workers in industry maintaining acceptable labor standards for essentially the same type, quality and quantity of work. For example, the commensurate wage rate of a handicapped worker whose productivity is 50 percent of that of a nonhandicapped worker earning \$6.00 per hour is \$3.00 per hour.
4. Complete three copies of this form. Send the original to the Wage and Hour Division. The employer should keep one copy and the worker must receive one copy.

SPECIAL INSTRUCTIONS FOR SCHOOL WORK EXPERIENCE PROGRAM

The rehabilitation counselor or coordinating official of the school may submit a group application covering all of the students and all of the employers participating in a school work experience program. Employers are responsible for compliance with all applicable child labor laws, minimum wage standards, certificate and recordkeeping requirements. The students participating in a school work experience program must be paid commensurate wage rates.

Complete the following items:

- 2, 3 and 4----enter identifying information for the school
 5 through 13--leave blank
 14 --must be signed by the counselor or coordinating official of the school.

On a separate sheet, provide a list of:

- (a) all participating employers (names, addresses, and types of businesses);
- (b) all participating students (names, addresses, birth dates and graduation dates);
- (c) the minimum hourly wage each employer has agreed to pay (This must be at least 50 percent of the applicable minimum wage.);
- (d) the types of jobs each employer will offer;
- (e) the nature of each student's disability (this may be done in code); and
- (f) the signature of each student.

Note: It is necessary to notify the Wage and Hour Division when students or employers are added to the program. This may be done by letter.

SPECIAL INSTRUCTIONS FOR VOCATIONAL REHABILITATION COUNSELORS OR VETERANS ADMINISTRATION TRAINING OFFICERS

This form is for:

- (a) Temporary authority to employ an on-the-job trainee (Complete items 2 through 12, 17a, 19 and 20);
- (b) Extension of temporary authority (Complete items 2 through 12, 17b, 19 and 20); and
- (c) Approval of a wage rate less than 50 percent of the applicable minimum (Complete items 18, 19 and 20).

Application for Special Worker Certificate

U.S. Department of Labor

Employment Standards Administration
Wage and Hour DivisionOMB No. 1215-0005
Expires: 07-31-88

PLEASE READ THE INSTRUCTIONS BEFORE COMPLETING THIS FORM

FOR OFFICE USE ONLY

1. Is this application for an ☐ Initial or a ☐ Renewal certificate?

2. Name of employer:

3. Address and telephone number of the establishment where the worker will be employed:

Telephone number: ()

cert no. _____

prev cert no. _____

☐ app ☐ den ☐ ho ☐ lap ☐ wac ☐ sws in ind

print cert: ☐ yes ☒ no RO _____ AO _____

eff ____ / ____ / ____ exp ____ / ____ / ____

remarks _____

☐ SWE ☐ SCA ☐ VR/VA temp

☐ ext by RO

5. Name of worker (Last name, first, middle initial):

6. Home address of worker:

9. Occupation in which worker is to be employed (Describe if job title is not self-explanatory):

4. Employer's type of business

7. Worker's birth date: ____ / ____ / ____

8. How long has the worker been employed by the firm?

How long at the present job?

10. Nature of worker's disability (If this is an initial application and the disability is not obvious, complete the Report of Medical Examination, Items 21 through 25.)

- ☐ mentally retarded (MR) ☐ hearing impaired (HI) ☐ orthopedic (OR)
- ☐ mentally ill/emotionally disturbed (ME) ☐ visually impaired (VI) ☐ age (AG)
- ☐ other (OT) Describe in full _____

11. Amount firm proposes to guarantee worker in:

- (a) CASH \$ _____ per hour
- (b) Value of lodging, board or other facilities, if furnished \$ _____ per hour (See 29 CFR Part 531)

12. If worker is currently employed by the firm, provide the worker's earnings for the most recent four weeks.

WEEK ENDING DATE	HOURS WORKED	WEEKLY EARNINGS	AVERAGE HOURLY PAY
____ / ____ / ____		\$	\$
____ / ____ / ____		\$	\$
____ / ____ / ____		\$	\$
____ / ____ / ____		\$	\$

13. How much are other employees in the establishment who perform the same work described in item 9 paid?

SIGNATURES OF EMPLOYER AND SPECIAL WORKER

14. I certify that, to the best of my knowledge and belief, all statements are true and accurate.

Signature of employer or authorized official

Printed or typed name and official title

15. I have read the statements in this application and ask that the requested certificates be granted.

Signature of special worker (If worker cannot write, signature may be made by mark (X) and witnessed by another person.)

16. Witness (Required ONLY if worker's signature is made by mark (X).)

Signature of witness.

FOR USE BY VOCATIONAL REHABILITATION COUNSELORS AND VETERANS ADMINISTRATION TRAINING OFFICERS ONLY

Items 17a or 17b, 19 and 20 must be completed by a State Vocational Rehabilitation counselor or by a Veterans Administration training officer for a temporary certificate.

17a. ☐ Temporary certificate issued by rehabilitation agency. (May not be for more than 90 calendar days.)

WAGE FROM TO
\$ ____ / ____ / ____ ____ / ____ / ____

17b. ☐ Extension of temporary certificate

Check one: ☐ Do not extend.
☐ Extend as described below.
(May not be for more than 12 months.)

WAGE FROM TO
\$ ____ / ____ / ____ ____ / ____ / ____

Items 18, 19 and 20 must be completed by a State Vocational Rehabilitation counselor or a Veterans Administration training officer if the wage rate requested is less than 50 percent of the statutory minimum wage. A TEMPORARY CERTIFICATE MAY NOT BE ISSUED WITH A WAGE RATE OF LESS THAN 50 PERCENT OF THE STATUTORY MINIMUM WAGE.

18. Is this person's earning capacity so severely impaired that he/she is unable to earn at least 50 percent of the statutory minimum wage?

☐ Yes ☐ No If yes, furnish sufficient details to justify wage rate requested.

19. Name and title of vocational rehabilitation counselor or Veterans Administration training officer.

Name _____

Signature _____

Title _____

Area code and telephone number: () _____

20. Name and address of vocational rehabilitation agency or Veterans Administration facility.

Name _____

Street _____

City _____ State _____ Zip _____

COPY NO. 1

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REPORT OF MEDICAL EXAMINATION

This report is requested in connection with an application for a certificate authorizing the employment of the individual named in this application at a subminimum wage under a federal minimum wage law(s). A certificate will be granted only if the disability is handicapping for the work to be performed. Only a licensed physician may complete this section.

THE U.S. GOVERNMENT DOES NOT PAY FOR THIS EXAMINATION.

21. How and to what extent does the disability affect the applicant's ability to perform the type of work listed in item 9?

22. What is the prognosis?

23. Name and address, including Zip Code, of examining physician (*Print or type*).

24. Physician's signature

25. Date

Comments

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Instructions for Completing Form WH-227a-MIS

Item 2 List each handicapped worker engaged in covered work in the workshop regardless of the amount of time spent in the program or the individual's earnings.

Item 3 For workers paid hourly wage rates, list the rate or rates paid at the end of the fiscal quarter. For example: Jane Smith, quality control, \$3.00.

For workers paid by piece rates, list the average earnings per hour. Average earnings are computed by dividing the total earnings of the individual worker by the number of hours worked during that fiscal quarter. For example, John Jones earned \$600.00 during the quarter ending 6/30/- -. He worked 300 hours. His average earnings per hour are \$2.00.

Item 4 Include all handicapped workers for whom you are requesting renewals of individual rates. It is necessary to complete a copy of Form WH-249-MIS for each handicapped worker for whom you are requesting an individual rate for the first time, or for whom you are requesting a decrease in an existing individual rate.

Item 5 Please identify by letter the certificate program the handicapped worker was employed under. If the worker was employed under more than one program during the quarter, indicate each program.

- R = regular work program, including workers with individual rates
- L = authorized learning periods under a regular work program certificate
- W = work activities center
- E = evaluation
- T = training
- H = homemaker (*A homemaker may be employed under any of the certificate programs.*)

Item 6 Clearly identify the work performed by the handicapped worker. For example, truck helper, assembler, machine operator, janitor, etc.

Item 7 Check this column if the handicapped worker performed work on a federal government contract subject to the Service Contract Act (SCA).

Supplemental Data Sheet for Application for
Sheltered Workshop/Patient Worker Certificate

Employment Standards Administration
Wage and Hour Division



Important: Name and address of workshop should agree with Item 1 on the WH-227-MIS. When completing Items 2 through 7, please use information from your most recent representative fiscal quarter.

[illegible]

Written Assurances

I, _____, certify that:

- the wage rates of all hourly-rated employees paid in accordance with section 14(c) of the Fair Labor Standards Act (FLSA) will be reviewed at least every six months, and
- wages paid to all employees paid under FLSA section 14(c) will be adjusted at periodic intervals at least once a year to reflect changes in the prevailing wage paid to experienced nonhandicapped workers employed in the vicinity for essentially the same type of work.

Name and address of facility

Name of Official (Print)

Title

Signature

Date

If you have more than one facility location, please list these locations on a separate sheet and return it with form.